FARG'ONA DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG KADRLARNI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISH MINTAQAVIY MARKAZI

"TILLARNI O'QITISH VA O'RGATISHDA TIL BILISH DARAJASINI OSHIRISH" MODULI BO'YICHA

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2024

Modulning ishchi dasturi Oliy ta'lim, fan va innovatsiyalar vazirligining 2023-yil 25 avgustdagi 391-sonli buyrug'i bilan tasdiqlangan oliy ta'lim muassasalari rahbar kadrlarini qayta tayyorlash va malaka oshirish yo'nalishlari o'quv reja va dasturlariga muvofiq ishlab chiqilgan

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Ishchi o'quv dasturi FarDU Ilmiy Kengashining qarori bilan tasdiqqa tavsiya qilingan (2023 yil 27 dekabrdagi 5- sonli bayonnoma).

MUNDARIJA

I. ISHCHI DASTUR

Kirish

Ushbu dastur O'zbekiston Respublikasining 2020-yil 23-sentabrda tasdiqlangan "Ta'lim to'g'risida"gi Qonuni, O'zbekiston Respublikasi Prezidentining 2015 yil 12 iyundagi "Oliy ta'lim muassasalarining rahbar va pedagog kadrlarini qayta tayyorlash va malakasini oshirish tizimini yanada takomillashtirish to'g'risida"gi PF-4732-son, 2019-yil 27-avgustdagi "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to'g'risida"gi PF-5789-son, 2019-yil 8-oktabrdagi "O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5847-son, 2022-yil 28- yanvardagi "2022- 2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida"gi PF-60-son, 2023-yil 25-yanvardagi "Respublika ijro etuvchi hokimiyat organlari faoliyatini samarali yo'lga qo'yishga doir birinchi navbatdagi tashkiliy choratadbirlar to'g'risida"gi PF-14-son Farmonlari, shuningdek, O'zbekiston Respublikasi Vazirlar Mahkamasining 2019-yil 23-sentabrdagi "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining malakasini oshirish tizimini yanada takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi 797-son Qarorida belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo'lib, u oliy ta'lim muassasalari pedagog kadrlarining kasb mahorati hamda innovatsion kompetentligini rivojlantirish, sohaga oid ilg'or xorijiy tajribalar, yangi bilim va malakalarni o'zlashtirish, shuningdek amaliyotga joriy etish ko'nikmalarini takomillashtirishni maqsad qiladi.

Dastur doirasida berilayotgan mavzular ta'lim sohasi bo'yicha pedagog kadrlarni qayta tayyorlash va malakasini oshirish mazmuni, sifati va ularning tayyorgarligiga qo'yiladigan umumiy malaka talablari va o'quv rejalari asosida shakllantirilgan bo'lib, uning mazmuni yangi O'zbekistonning taraqqiyot strategiyasi va jamiyatning ma'naviy asoslarini yoritib berish, oliy ta'limning normativ-huquqiy asoslari bo'yicha ta'lim-tarbiya jarayonlarini tashkil etish,

pedagogik faoliyatda raqamli kompetensiyalarni rivojlantirish, ilmiy-innovatsion faoliyat darajasini oshirish, pedagogning kasbiy kompetensiyalarini rivojlantirish, ta'lim sifatini ta'minlashda baholash metodikalaridan samarali foydalanish, xorijiy tillar fanini o'qitishning zamonaviy metodlari, tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari xorijiy tillar fanini o'qitishning zamonaviy metodlari, tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari bo'yicha tegishli bilim, ko'nikma, malaka va kompetensiyalarni rivojlantirishga yo'naltirilgan.

Ma'lumki hozirgi kunda chet tili o'qituvchilariga katta mas'uliyat yuklangan–xalqaro standartlarga mos chet tili kompetensiyasiga ega ma'naviy va madaniy barkamol avlodni tabiyalash. Bu esa, o'z navbatida, chet tilini o'qitishni mukammallashtirish talabani kelib chiqaradi. **"Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari"** moduli o'qitilishi jarayonida egallanadigan bilim, malaka va ko'nikmalar ixtisoslik fanlar blokiga kiradigan fanlar bilan integrallashuvi natijasida tinglovchilarning chet tili kommunikativ kompetensiyalarini (lingvistik, ijtimoiy-lingvistik, diskursiv, strategik, ijtimoiymadaniy) rivojlantirishda muhim ahamiyat kasb etadi, chunki filologning kasbiy kompetensiyasi nazariy fanlar va asosiy chet tili fani o'qitish majmuida shakllanadi. Ushbu dastur mazkur kursning chet tillarni o'qitish metodikasi, kommunikativ tilshunoslik, lingvopragmatika, lingvokulturologiya, nazariy grammatika, nazariy fonetika kabi tilshunoslikning fundamental yo'nalishlarini hisobga olgan holda tuzilgan. Ushbu zamonaviy yo'nalishlari nuqtai nazaridan, matn – ko'p pog'onali, murakkab xarakterga ega til birligi, muloqotning asosiy birligi va ijtimoiy ta'sir etish asbobi sifatida talqin etiladi. Matn lingvistikasida til va madaniyat munosabatlari muhim ahamiyat kasb etsa, nazariy grammatika esa tilning tuzilishi va universaliyalarini kognitiv, pragmatik jihatdan talqin qiladi. Bunda ijtimoiy-madaniy omil va milliy dunyo tasviri alohida o'rin egallaydi, chunki madaniy kontekstni nazarda tutmagan holda matn mohiyatini mukammal tushunib bo'lmaydi, ba'zi hollarda esa buning iloji ham bo'lmaydi.

Ushbu majmua yangi pedagogik texnogogiyalar va tilshunoslikning zamonaviy yo'nalishlari asosida tubdan yangilanishni ilgari suradi hamda tinglovchilarning ta'lim berish sifatini ko'tarish maqsadida dasturda turli effektiv va zamonaviy pedagogik texnologiyalar ishlatilgan.

Modulning maqsadi va vazifalari

Oliy ta'lim muasasalari pedagog kadrlarini qayta tayyorlash va ularning malakasini oshirish kursining **maqsadi** pedagog kadrlarning innovatsion yondoshuvlar asosida o'quv-tarbiyaviy jarayonlarni yuksak ilmiy-metodik darajada loyihalashtirish, sohadagi ilg'or tajribalar, zamonaviy bilim va malakalarni o'zlashtirish va amaliyotga joriy etishlari uchun zarur bo'ladigan kasbiy bilim, ko'nikma va malakalarini takomillashtirish, shuningdek ularning ijodiy faolligini rivojlantirishdan iborat

Kursning **vazifalariga** quyidagilar kiradi:

"**Ingliz tili**" yo'nalishida pedagog kadrlarning kasbiy bilim, ko'nikma, malakalarini takomillashtirish va rivojlantirish;

- pedagoglarning ijodiy-innovatsion faollik darajasini oshirish;

-pedagog kadrlar tomonidan zamonaviy axborot-kommunikatsiya texnologiyalari, zamonaviy ta'lim va innovatsion texnologiyalar sohasidagi ilg'or xorijiy tajribalarning o'zlashtirilishini ta'minlash;

- o'quv jarayonini tashkil etish va uning sifatini ta'minlash borasidagi ilg'or xorijiy tajribalar, zamonaviy yondashuvlarni o'zlashtirish;

"**Ingliz tili**" yo'nalishida qayta tayyorlash va malaka oshirish jarayonlarini fan va ishlab chiqarishdagi innovatsiyalar bilan o'zaro integratsiyasini ta'minlash.

"Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari" modulining **maqsadi** - tinglovchilarda Xorijiy tillarni umumevropa standartlari talablari asosida o'qitishning lingvistik aspektlari modulining metodologik tamoyillari, asosiy tushuncha va tamoyillari bo'yicha mutaxassislik

profiliga mos bilim, ko'nikma va malakalarni shakllantirish va takomillashtirish, hamda tinglovchilarda matn bilan ishlash malakalarini shakllantirish va matnni tahlil qilish ko'nikmalarini rivojlantirishdir.

Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari kursining asosiy **vazifalari** quyidagilar:

- Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari asosiy masalalari bo'yicha tayanch nazariy va amaliy bilimlarni shakllantirish;

- Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari sohasida erishilgan yutuqlardan unumli va adekvat foydalanish;

- pedagoglarning ijodiy-innovatsion faollik darajasini oshirish;

- mutaxassislik fanlarini o'qitish jarayoniga zamonaviy axborot-
    kommunikatsiya texnologiyalari va xorijiy tillarni samarali tatbiq etilishini ta'minlash;

- xorijiy tillarni umumevropa standartlari talablari asosida o'qitishning lingvistik aspektlari bo'yicha turli bilimlar tuzilmalari va axborotning aks ettirilishi yo'llarini o'rganishga qaratilgan kognitiv metodlarni amalda qo'llay olishni o'rgatish;

Modul bo'yicha tinglovchilarning bilim, ko'nikma, malaka va kompetensiyasiga qo'yiladigan talablar

Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari moduli bo'yicha tinglovchilar quyidagi yangi bilim, ko'nikma, malaka hamda kompetensiyalarga ega bo'lishlari talab etiladi:

Tinglovchi:

• Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish tushunchasini;

• Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish tamoyillarini;

• CEFR va uning doirasida 4 kompetensiya: lingvistik, sotsiolingvistik, diskursiv va strategik kompetensiyalarni;

- so'zlashuv orqali til bilish darajasini oshirish mahoratlarini o'rgatishni;
- tinglash orqali til bilish darajasini oshirish mahoratlarini o'rgatishni;
- yozish orqali til bilish darajasini oshirish mahoratlarini o'rgatishni;
- o'qish orqali til bilish darajasini oshirish mahoratlarini o'rgatishni;
- talabalarning o'quv auditoriyadan tashqari faoliyatini baholash;
- talabalarning o'quv auditoriyadan tashqari faoliyatini baholashda o'quv topshiriqlari (reproduktiv, produktiv, qisman-izlanishli, kreativ (ijodiy) murakkablik)ni ishlab chiqish metodikasidan samarali foydalanish;
- lingvistik va madaniyatlararo kompetensiyalarni baholash;
- amaliy xorijiy tilni o'qitish jarayonini tashkil etish, uni rejalashtirish va baholash metodlarini hozirgi kun talablari asosida tashkil etish metodikasini o'zlashtirish;
- ingliz tili darslarini fanlararo bog'liqlikka asoslanib o'qitish;
- chet tili o'qitish jarayonida muammoli vaziyatlardan foydalanish; malakalariga ega bo'lishi zarur.
- xorijiy tillarni umumevropa standartlari talablari asosida o'qitishning lingvistik aspektlarining madaniy konseptlar, lingvokulturema, ma'noning madaniyat bilan bog'lik bo'lagi, madaniy muhim axborot, lingvokulturologik maydon (pole), lingvokulturologik holat, milliy dunyo tasviri haqidagi bilimlarga ega bo'lishi lozim.

Tinglovchi:
- Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari modulining asosiy yo'nalishlari va kategoriyalarini anglash;
- Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari modulining metodologik prinsiplari tamoyillari va yondashuvlarini farqlash;
- Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari modulining terminologik apparati, qonuniyatlari va asosiy tushunchalarini amaliy jihatdan qo'llash;

- Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari moduli bo'yicha nazariy mavzularni va egallangan axborotni amaliyotda qo'llash malakalarini egallashi zarur; **Tinglovchi:**
- mavzularni tahlil metodlarini (lingvistik sharhlash, superlinear tahlil metodi, semantik, stilistik, konseptual tahlil, so'z va matn tahlilining statistik, inferensiya metodi, matn tahlilining statistik metodlari) bilish va ularni o'quv jarayonida qo'llash;
- talabalarning ta'limiy (o'quv predmetlari), tarbiyaviy (ma'naviy-ma'rifiy tadbirlar) va rivojlantiruvchi (ilmiy-tadqiqot ishi, start-up loyihalar) maqsadlarini baholash;
- o'quv maqsadlari va kutilayotgan natijalarni to'g'ri belgilay olish, baholash, fikrmulohazaga asoslangan baholash mexanizmini mustaqil holda tashkil etish;
- an'anaviy va zamonaviy tahlil metodlari asosida lisoniy va madaniy tuzilmalarning o'zaro munosabatini aniqlash va tahlil o'tkazish;
- 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.
- modul bo'yicha egallangan bilim, ko'nikma va malakalarni baholash, xulosalar berish, umumlashtirish hamda tadqiqotlar olib borish;
- modul bo'yicha orttirilgan malakalarni o'z ilmiy tadqiqot amaliyotida qo'llash *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 pedagogning kasbiy kompetensiyalarini rivojlantirish, ta'lim sifatini ta'minlashda baholash metodikalari, xorijiy tillar fanini o'qitishning zamonaviy metodlari, chet

til o'qitishdagi zamonaviy metodlar kabi tilshunoslikning yo'nalishlari bilan o'zaro bog'liq.

• Mazkur modulni o'qitish jarayonida ta'limning zamonaviy metodlari, pedagogik va axborot-kommunikatsiya texnologiyalaridan keng foydalaniladi. Xususan, interfaol metodlarning quyidagi turlaridan keng foydalaniladi:

• guruhli muzokaralar (group discussions);
• jamoa loyihalari (project work);
• juftliklar bo'lib topshiriqlarni bajarish (pair work);
• yakka holda ma'lum mavzu bo'yicha prezentatsiyalar qilish (individual presentation);
• davra suhbatlari o'tkazish (round-table discussion);
• insert texnikasi (Insert technique);
• pinbord texnikasi (Pinboard);
• keys- stadi (case-study);
• aqliy hujum metodi (brainstorming).

Shuningdek, fanni o'qitishda zamonaviy axborot texnologiyalaridan ham keng foydalaniladi, jumladan:

• multimedia yordamida mashg'ulotlar tashkil etish,
• Power Point dasturi yordamida prezentatsiyalar tashkil qilish, kompyuterda testlar o'tkazish.

Modulning oliy ta'limdagi o'rni

Modulni o'zlashtirish orqali tinglovchilar Tillarni o'qitish va o'rgatishda til bilish darajasini oshirish mahoratlari o'quv moduli yaratishni o'rganish, amalda qo'llash va baholashga doir kasbiy kompetentlikka ega bo'ladilar.

Modul bo'yicha soatlar taqsimoti

№	Modul mavzulari	Tinglovchining o'quv yuklamasi, soat				
		Hammasi	Auditoriya o'quv yuklamasi			Ko' chma mashg' ulot
			Jami	jumladan		
				Nazariy	Amaliy mashg' ulot	
1.	Ingliz tilida insho yozish mahorati va analiz qilish masalalari. Til o'qitishda eshitish ko'nikmasining ahamiyati.	4	4	2	2	
2.	Chet tili darslarida gramatikani matn asosida o'qitish. Til konpetensiyalarini rivojlantirish.	4	4	2	2	
3.	Til o'rgatish jarayonida kuzatishning ahamiyati va dars ishlanma tuzish.	4	4	2	2	
4.	Ingliz tili darslarida baholash va baholash turlari. Ingliz tili darslarining o'zaro uzviy bog'liqlik taraflari.	4	4	2	2	
5	Chet tili o'qitish jarayonida muammoli vaziyatlar, o'yin va rolli o'yinlardan foydalanish. Maqolalar o'qish va yozish masalasi.	2	2		2	
Jami:		18	18	8	10	0

NAZARIY MASHG'ULOT MATERIALLARI

1-Mavzu: Ingliz tilida insho yozish mahorati va analiz qilish masalalari. Til o'qitishda eshitish ko'nikmasining ahamiyati.

Ingliz tilida insho yozish turlari va tamoyillari. Ingliz tilida insholarni analiz qilish masalalari. Til o'qitishda eshitish ko'nikmasining ahamiyati va uni rivijlantirishga qaratilgan metodlar.

2-Mavzu: Chet tili darslarida gramatikani matn asosida o'qitish. Til konpetenciyalarini rivojlantirish.

Chet tili darslarida gramatikani matn asosida o'qitish metodlari va ahamiyati. So'zlashuv, tinglash, yozish va o'qish orqali kommunikativ kompetensiyani o'rgatish.

3-Mavzu: Til o'rgatish jarayonida kuzatishning ahamiyati va dars ishlanma tuzish.

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.

4 - Mavzu: Ingliz tili darslarida baholash va baholash turlari. Ingliz tili darslarining o'zaro uzviy bog'liqlik taraflari.

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.

AMALIY MASHG'ULOTLAR

1-Amaliy mashg'ulot. Ingliz tilida insho yozish mahorati va analiz qilish masalalari. Til o'qitishda eshitish ko'nikmasining ahamiyati.

2-Amaliy mashg'ulot. Chet tili darslarida gramatikani matn asosida o'qitish. Til konpetenciyalarini rivojlantirish.

3-Amaliy mashg'ulot. Til o'rgatish jarayonida kuzatishning ahamiyati va dars ishlanma tuzish.

4-Amaliy mashg'ulot. Ingliz tili darslarida baholash va baholash turlari. Ingliz tili darslarining o'zaro uzviy bog'liqlik taraflari.

5-Amaliy mashg'ulot. Chet tili o'qitish jarayonida muammoli vaziyatlar, o'yin va rolli o'yinlardan foydalanish. Maqolalar o'qish va yozish masalasi.


O'qitish shakllari

- Mazkur modul bo'yicha quyidagi o'qitish shakllaridan foydalaniladi:

- ma'ruzalar, amaliy mashg'ulotlar (ma'lumotlarni anglab olish, aqliy qiziqishni rivojlantirish, nazariy bilimlarni mustahkamlash);

- davra suhbatlari (ko'rilayotgan savollarga yechimlari bo'yicha taklif berish qobiliyatini oshirish, eshitish, idrok qilish va mantiqiy xulosalar chiqarish);

- bahs va munozaralar (asosli argumentlarni taqdim qilish, eshitish va muammolar yechimini topish qobiliyatini rivojlantirish).

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

 "Klaster" metodi: ushbu metod o'z mohiyatiga ko'ra o'zlashtirilgan bilimlarni tahlil va sentez qilish asosida asosiy hamda ikkinchi darajali ma'lumotlar sifatida guruhlarga ajratish imkonini beradi. Metodni qo'llashda quyidagi harakatlar amalga oshiriladi:

 Tinglovchilar faoliyatining samaradorligini ta'minlash uchun ularning e'tiborlariga quyidagi jadvallarni taqdim etish maqsadga muvofiqdir.

Namuna: ***Brainstorm the notion of "Text"***
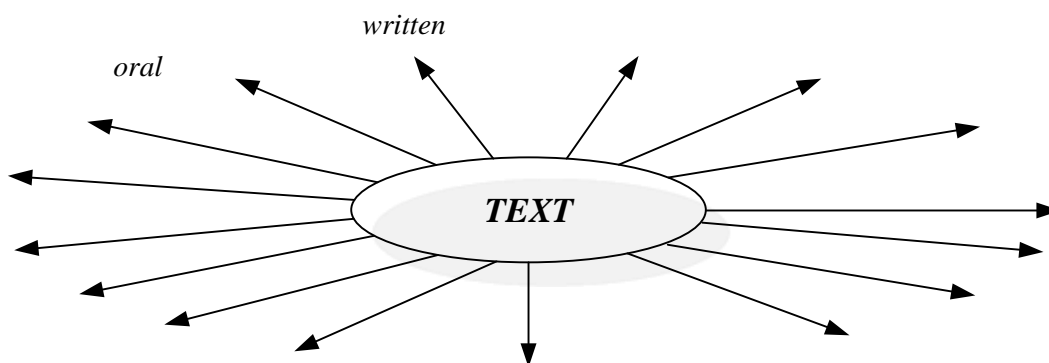
 "Assesment" metodi

 Metodning maqsadi: mazkur metod ta'lim oluvchilarning bilim darajasini baholash, nazorat qilish, o'zlashtirish ko'rsatkichi va amaliy ko'nikmalarini tekshirishga yo'naltirilgan. Mazkur texnika orqali ta'lim oluvchilarning bilish faoliyati turli yo'nalishlar (test, amaliy ko'nikmalar, muammoli vaziyatlar mashqi, qiyosiy tahlil, simptomlarni aniqlash) bo'yicha tashhis qilinadi va baholanadi.

 Metodni amalga oshirish tartibi:

 "Assesment"lardan ma'ruza mashg'ulotlarida talabalarning yoki qatnashchilarning mavjud bilim darajasini o'rganishda, yangi ma'lumotlarni bayon qilishda, seminar, amaliy mashg'ulotlarda esa mavzu yoki ma'lumotlarni

o'zlashtirish darajasini baholash, shuningdek, o'z-o'zini baholash maqsadida individual shaklda foydalanish tavsiya etiladi. Shuningdek, o'qituvchining ijodiy yondashuvi hamda o'quv maqsadlaridan kelib chiqib, assesmentga qo'shimcha topshiriqlarni kiritish mumkin. Namuna:

Identify text genres presented in the fragments below:

A _____ (Polonius:) What do you read my lord? (Hamlet:) Words, words, words.	**"Б Б Б" metodi** _____Once upon a time there was a noble knight, who lived in this castle, which is on the borders of fairyland…	B _____Once upon a time there was a noble knight, who lived in this castle, which is on the borders of fairyland…
D_____ When the fox preaches, take care of your geese	E_____ All books are either dreams or swords, You can cut, or you can drug, with words.	F_____ A witty woman is a treasure; a witty beauty is a power.

Metodning maqsadi: Mazkur metod o'quvchilarda yangi axborotlar tizimini qabul qilish va bilmlarni o'zlashtirilishini yengillashtirish maqsadida qo'llaniladi, shuningdek, bu metod o'quvchilar uchun xotira mashqi vazifasini ham o'taydi. Namuna:

Bilardim	Bilishni xohlardim	Bilib oldim

"Tushunchalar tahlili" metodi

- **Metodning maqsadi:** mazkur metod talabalar yoki qatnashchilarni mavzu buyicha tayanch tushunchalarni o'zlashtirish darajasini aniqlash, o'z bilimlarini mustaqil ravishda tekshirish, baholash, shuningdek, yangi mavzu buyicha dastlabki bilimlar darajasini tashhis qilish maqsadida qo'llaniladi.

- Metodni amalga oshirish tartibi:
- ishtirokchilar mashg'ulot qoidalari bilan tanishtiriladi;

• o'quvchilarga mavzuga yoki bobga tegishli bo'lgan so'zlar, tushunchalar nomi tushirilgan tarqatmalar beriladi (individual yoki guruhli tartibda);

• o'quvchilar mazkur tushunchalar qanday ma'no anglatishi, qachon, qanday holatlarda qo'llanilishi haqida yozma ma'lumot beradilar;

• belgilangan vaqt yakuniga yetgach o'qituvchi berilgan tushunchalarning tugri va tuliq izohini uqib eshittiradi yoki slayd orqali namoyish etadi;

• har bir ishtirokchi berilgan tugri javoblar bilan uzining shaxsiy munosabatini taqqoslaydi, farqlarini aniqlaydi va o'z bilim darajasini tekshirib, baholaydi.
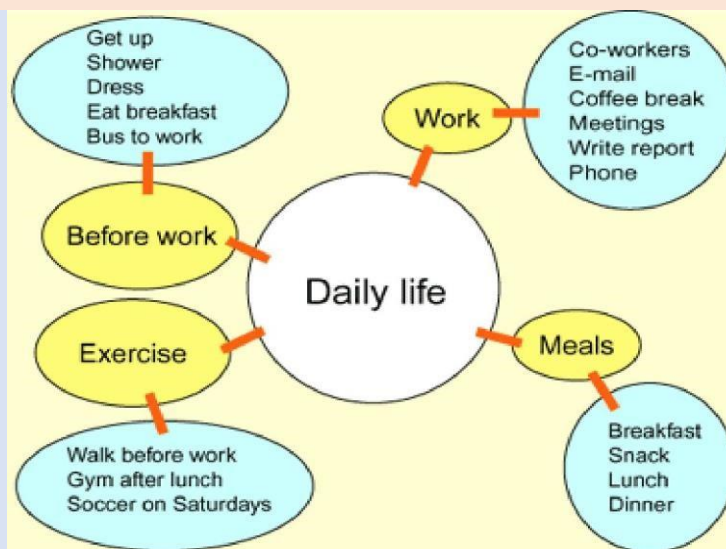
Namuna: "Moduldagi tayanch tushunchalar tahlili"

Linguistic

Sociolinguistic

Discourse

Strategic

Mechanics

Functions

Social and culture rules and norms

Get up
Shower
Dress
Eat breakfast
Bus to work

Co-workers
E-mail
Coffee break
Meetings
Write report
Phone

Work

Before work

Daily life

Exercise

Meals

Walk before work
Gym after lunch
Soccer on Saturdays

Breakfast
Snack
Lunch
Dinner

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).

INCIDENT PROCESS

This teaching style involves a case study format, but the process is not so rigid as a full case study training session. The focus is on learning how to solve real problems that involve real people. Small groups of participants are provided details from actual incidents and then asked to develop a workable solution
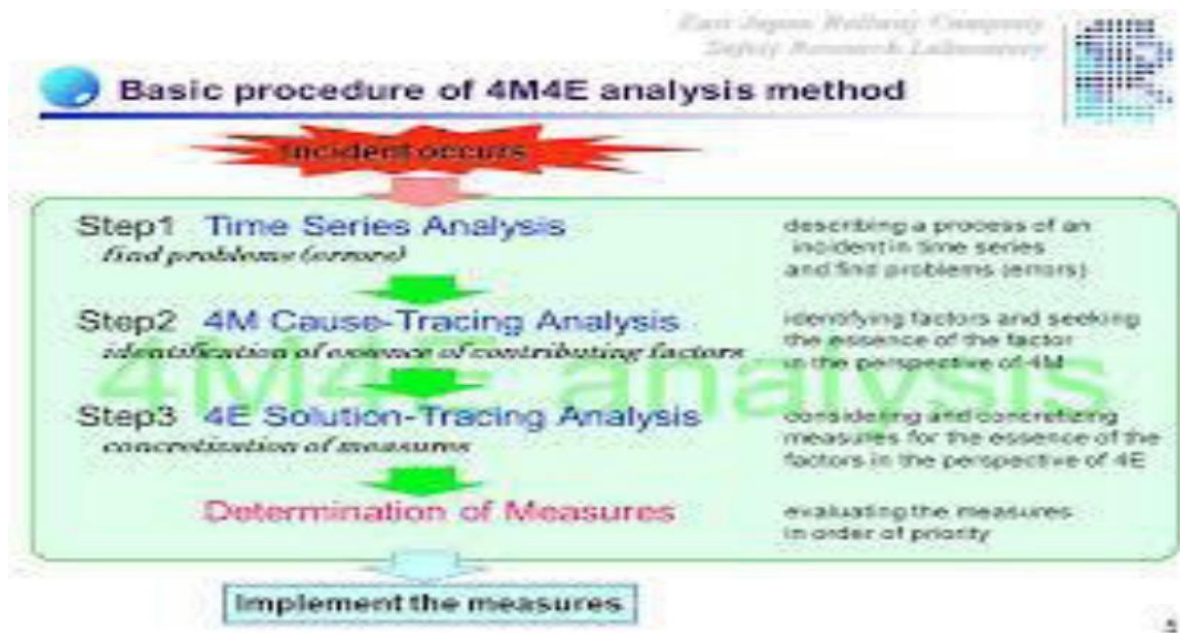
Q&A SESSIONS

On the heels of every topic introduction, but prior to formal lecturing, the teacher requires students to jot down questions pertaining to the subject matter on 3Ч5 index cards. The lecture begins after the cards are collected. Along the route, the teacher reads and answers the student-generated questions. Some tips for a good session are as follows:

Randomize — Rather than following the order of collection or some alphabetical name list, establish some system that evokes student guesswork concerning the order of student involvement.

Keep it open-ended — If necessary, rephrase student questions so that participants must analyze, evaluate and then justify the answers.

Hop it up — Gradually increase the speed of the Q & A. At some point, you should limit the responses to a single answer, moving faster and faster from question to question.

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.
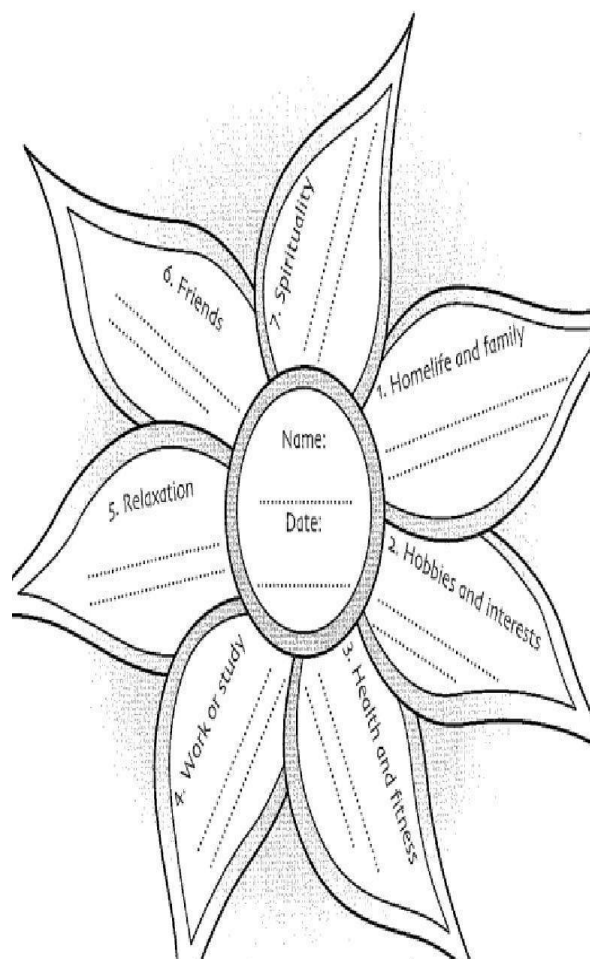
BIRTH
1 ....
2 ....

FAMILY
3 ....
4 ....

FRIENDS
5 ....
6 ....

INTERESTS
7 ....
8 ....

WORK OR STUDY
9 ....
10 ....

HOME
11 ....
12 ....

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.

Jigsaw Activity

meet. **ICE-BREAKER**

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

PRESENTATION

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

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.

Sulfur dioxide produces sulfuric acid because of oxidation.

Select one:
○ True
○ False

Question 2 of 10

True or False?:

Human babies should always be fed whole live goats, like a T-Rex.

False: human babies do not like to eat live goats. The hooves and hair are hard to digest. Feed them milk & gross mashed vegetables instead.

✓

TRUE   FALSE

THINK, PAIR AND SHARE

Establish a problem or a question. Pair the students. Give each pair sufficient time to form a conclusion. Permit each participant to define the conclusion in his or her personal voice. You can also request that one student explain a concept while the other student evaluates what is being learned. Apply different variations of the process.

A.Think ..Pair cShare

A 1 Minute Think

Think about these questions.

Jot some notes *i* you wish. They will not be collected.

•. 2 Minutes- Pair (Discuss)

Discussyour thoughts with one or two people sitting near you Were there some interesting similarities among your Individual thoughts? Any interesting differences? identify someone in your group willing to report a few of your conclusions.

C. 2 Minutes - Share (Report back)

Report one ortwo of yourflndngs. If someone from another group announces one of your findings, don't report that one.

LECTURE 1

English essay writing skills and analysis questions. The importance of listening skills in language teaching. (Ingliz tilida insho yozish mahorati va analiz qilish masalalari. Til o'qitishda eshitish ko'nikmasining ahamiyati)

PLAN:

1. **Essay writing and its types.**
2. **Analysis questions of essay writing.**
3. **The importance of listening skill in teaching English**

Key words: thesis statement, body paragraphs, topic sentence, transition, outline, hook, proofreading, plagiarism, editing

1. Essay writing and its types.

Essays are an important form of written expression in the English language. They serve as a means for individuals to convey their thoughts, ideas, arguments, and experiences to a wider audience. There are several types of essays in English, each with its own unique characteristics and purposes. Let's explore some of the common types of essays and discuss the importance of essay writing in learning English.

1.   Narrative Essays:

Purpose: Narrative essays tell a story, often a personal one. They aim to engage the reader by describing events, characters, and emotions.

Importance: Writing narrative essays helps learners develop their storytelling abilities and improve their use of descriptive language.

2.   Descriptive Essays:

Purpose: Descriptive essays provide vivid details about a person, place, object, or experience. The goal is to paint a clear picture in the reader's mind.

Importance: These essays enhance vocabulary and sensory language skills, enabling students to create more evocative and engaging writing.

3.   Expository Essays:

Purpose: Expository essays present information, facts, or explanations on a particular topic. They aim to educate the reader without expressing personal opinions. Importance: Writing expository essays fosters research and analytical skills, encouraging students to organize and present information logically.

4.   Persuasive Essays:

Purpose: Persuasive essays seek to convince the reader to adopt a particular viewpoint or take a specific action. They present arguments and support them with evidence. Importance: Persuasive essay writing enhances critical thinking, persuasive communication, and the ability to construct a coherent argument.

5.   Argumentative Essays:

Purpose: Argumentative essays are similar to persuasive essays but place a stronger emphasis on presenting counterarguments and refuting opposing views.

Importance: Writing argumentative essays hones critical thinking and research skills while encouraging students to develop a balanced perspective.

6.   Compare and Contrast Essays:

Purpose: These essays analyze the similarities and differences between two or more subjects, helping the reader gain a deeper understanding of the topics.

Importance: Compare and contrast essays develop analytical thinking and the ability to make connections between ideas and concepts.

7.   Reflective Essays:

Purpose: Reflective essays require students to introspect and discuss personal experiences, thoughts, and feelings, often in response to a specific prompt. Importance: These essays promote self-awareness and self-expression, fostering emotional intelligence and empathy. Importance of Writing in Learning English:

Language Proficiency: Essay writing helps learners improve their grammar, vocabulary, and sentence structure, leading to better overall language proficiency.

Critical Thinking: The process of organizing thoughts and arguments in essays enhances critical thinking skills, allowing students to approach problems more analytically.

Communication Skills: Writing essays helps individuals articulate their ideas effectively, an essential skill for both academic and professional success. Research Skills: Many essays require research, which teaches students to find, evaluate, and integrate information from various sources.

Creativity: Essay writing encourages creative expression, enabling learners to explore their imagination and unique perspectives.

Confidence: As students improve their writing abilities, they gain confidence in expressing themselves, both in writing and speaking.

Preparation for Academic and Professional Life: Proficiency in essay writing is crucial for academic success and is often required in various professions, such as journalism, law, and academia.

In conclusion, essays in English come in various forms, each serving a distinct purpose. The act of writing essays not only improves language skills but also fosters critical thinking, research abilities, and effective communication—all of which are essential in the process of learning and using the English language.

2. **Analysis questions of essay writing.**

Analyzing essays as a teacher is an essential part of assessing your students' writing skills and providing constructive feedback for their improvement. Here are some steps to help you effectively analyze essays:

Read Carefully:

Begin by reading the essay carefully from start to finish. Pay attention to the overall structure, organization, and flow of ideas.

Consider the Assignment Criteria:

Review the assignment guidelines or rubric provided to students. This will help you assess whether the essay meets the specified criteria.

Evaluate the Introduction:

Assess the introduction for clarity and its ability to engage the reader. Check if it includes a clear thesis statement that outlines the essay's main argument or purpose.

Examine Body Paragraphs:

Analyze each body paragraph individually. Look for topic sentences that introduce the main idea of the paragraph and supporting evidence or examples.

Evaluate the Use of Evidence:

Check how well the student supports their arguments with relevant evidence, examples, quotations, or data. Assess the quality and relevance of the sources used.

Assess Coherence and Transitions:

Evaluate how well the essay flows from one paragraph to the next. Check for smooth transitions and logical connections between ideas.

Analyze Conclusion:

Assess the conclusion for its ability to summarize the main points and restate the thesis effectively. Determine if it provides closure to the essay.

Consider Language and Style:

Evaluate the student's use of language, including grammar, punctuation, spelling, and vocabulary. Look for any stylistic issues that may affect readability.

Assess Organization and Structure:

Check if the essay follows a logical structure, such as the traditional introductionbody-conclusion format. Ensure that each paragraph serves a clear purpose.

Provide Feedback:

Offer constructive feedback on both strengths and weaknesses. Be specific in your comments, pointing out areas where the student excels and areas that need improvement. **Highlight Successes:**

Acknowledge and praise the aspects of the essay that are well-done. Positive reinforcement can motivate students to continue working on their strengths.

Suggest Revisions:

If necessary, provide guidance on how the student can revise and improve their essay. Offer suggestions for reorganizing paragraphs, clarifying arguments, or addressing grammar issues.

Encourage Self-Reflection:

Prompt the student to reflect on your feedback and consider how they can apply it to future writing assignments.

Maintain Objectivity:

While it's important to provide constructive criticism, maintain an objective and supportive tone in your feedback to encourage a positive learning experience.

Set Clear Expectations:

Before the assignment, communicate your grading criteria and expectations to students. This helps them understand what you're looking for in their essays.

Provide Grading Rubrics:

Consider using a grading rubric that outlines the specific criteria and point values for each aspect of the essay. This makes the assessment process more transparent.

Track Progress:

Keep a record of each student's essays and their progress over time. This can help you identify patterns and provide targeted support.

Offer Additional Resources:

Recommend additional reading materials, writing workshops, or tutoring services for students who may need extra assistance.

By following these steps and maintaining a supportive and constructive approach, you can effectively analyze essays as a teacher and help your students improve their writing skills. Remember that the goal is not just to assign grades but to foster growth and development in their writing abilities.

Creating a well-structured and comprehensive rubric is essential for effectively assessing essays. Here's a sample rubric that you can adapt for various types of

essays. This rubric covers common elements found in essays and assigns point values to each aspect of the writing:

Essay Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Inadequate (1)
Thesis Statement	Clear and concise thesis statement that effectively outlines the main argument or purpose of the essay.	A clear thesis statement that outlines the main argument but may lack some specificity.	A thesis statement is present but may be vague or not entirely clear in conveying the main argument.	A weak or unclear thesis statement that lacks specificity and focus.	No identifiable thesis statement.
Introduction	Engaging introduction that provides context, sets the tone, and captures the reader's interest.	A wellstructured introduction that effectively introduces the topic but may lack some engagement.	An introduction is present but may be weak or fails to engage the reader.	Introduction is brief and lacks engagement or context.	No identifiable introduction.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Inadequate (1)
Body Paragraphs	Each paragraph has a clear topic sentence, supporting evidence, and effective transitions. Paragraphs are wellorganized and contribute to the overall argument.	Most paragraphs have clear topic sentences, supporting evidence, and transitions. Some minor organization issues may be present.	Paragraphs may lack clear topic sentences, evidence, or transitions, affecting the essay's overall flow.	Many paragraphs lack clear structure, coherence, and effective transitions.	No identifiable organization or structure in paragraphs.
Use of Evidence	Thorough and effective use of relevant evidence,	Good use of evidence, but some may be less	Evidence is present but may be weak or poorly	Limited use of evidence, with minimal relevance or	No identifiable use of evidence.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Inadequate (1)
	examples, quotations, or data that strongly support the argument.	relevant or not fully explained.	integrated into the essay.	explanation.	

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement	Inadequate (1)
Conclusion	A wellcrafted conclusion that effectively summarizes the main points, restates the thesis, and provides closure to the essay.	A conclusion that summarizes the main points and restates the thesis but may lack some closure.	A conclusion is present but may be abrupt or fail to effectively summarize the main points.	The conclusion lacks clear summarization or fails to restate the thesis.	No identifiable conclusion.
Language and Style	Exceptional use of language, with no grammar, punctuation, or spelling errors. Vocabulary is varied and enhances the essay.	Good use of language, with minimal grammar, punctuation, or spelling errors. Vocabulary is mostly varied and appropriate.	Language is generally clear but may contain some errors that do not significantly hinder comprehension. Vocabulary may be repetitive.	Language is often unclear due to frequent errors, making the essay difficult to understand. Limited vocabulary use.	Numerous and significant language errors that impede comprehension.
Organization and Structure	The essay is exceptionally wellorganized, with a clear structure that enhances the argument's effectiveness.	The essay is wellorganized with minor lapses in structure that do not detract from the overall	The essay is somewhat organized but may lack clear structure, impacting the essay's flow.	The essay lacks clear organization and structure, making it challenging to follow the argument.	No identifiable organization or structure.

				(2)	
		coherence.			
Overall Impact	The essay makes a compelling and memorable impact on the reader, effectively conveying its intended message.	The essay has a positive impact on the reader and effectively conveys its message, though some aspects could be improved.	The essay has a moderate impact on the reader but may be somewhat lacking in engagement or clarity.	The essay has limited impact on the reader due to significant issues in clarity or engagement.	The essay does not effectively convey its intended message and has minimal impact.
Citations and References	Accurate and properly formatted citations and references are included when necessary.	Citations and references are generally accurate and properly formatted, with minor errors.	Citations and references are present but may contain inaccuracies or formatting issues.	Limited or inconsistent use of citations and references, with frequent inaccuracies or formatting issues.	No identifiable citations or references.

Each criterion can be assigned a point value, with the total points determining the overall grade for the essay. You can adjust the point values based on your grading scale and the specific importance of each criterion for a particular assignment. Additionally, you can provide comments and feedback to elaborate on each aspect's strengths and areas for improvement.

3.The importance of listening skill in teaching English

Listening skills play a crucial role in teaching and learning English as a second language. Here are some key reasons why listening skills are of utmost importance in the process of teaching English:

Communication Foundation: Listening is one of the four fundamental language skills, along with speaking, reading, and writing. Effective communication requires not only the ability to speak but also the ability to understand what others are saying. Listening serves as the foundation for meaningful communication in English.

Comprehension and Understanding: Listening skills are essential for comprehending spoken language, including conversations, lectures, and instructions. When students can understand what is being said, they can participate in discussions, follow directions, and engage with learning materials effectively.

Language Acquisition: Listening is a natural and primary way that individuals acquire language, especially in the early stages of language learning. By listening to native speakers or proficient speakers, learners are exposed to proper pronunciation, intonation, vocabulary, and grammar structures.

Building Vocabulary: Listening to a wide range of spoken English exposes learners to diverse vocabulary and phrases. This helps in expanding their vocabulary and improving their ability to use idiomatic expressions and colloquialisms appropriately.

Enhancing Pronunciation: Listening to native speakers or proficient speakers of English helps learners develop correct pronunciation and intonation patterns. It allows them to mimic and practice the way words and sentences are spoken.

Cultural Understanding: Listening to English speakers from different regions and backgrounds exposes learners to the cultural nuances and variations in the language. It helps them understand not only the linguistic aspects but also the cultural context of the language.

Improving Listening Comprehension: Regular practice of listening skills can lead to improved listening comprehension. This is particularly important for students who plan to use English in real-life situations, such as traveling, business meetings, or interactions with native speakers.

Effective Learning: In the classroom, students often receive instructions, explanations, and feedback in English. Strong listening skills enable students to better understand their teachers, follow lessons, and engage in classroom activities more effectively.

Boosting Confidence: As students become more proficient in listening, they gain confidence in their ability to understand and communicate in English. This confidence can positively impact their overall language learning experience.

Preparing for Real-World Communication: Ultimately, the goal of learning English is to use it in real-life situations. Effective listening skills prepare learners to engage in conversations, interviews, and interactions in English-speaking environments.

Assisting in Language Assessment: Listening comprehension is a common component of English proficiency tests, such as TOEFL, IELTS, and others. Strong listening skills are essential for success in these assessments.

Promoting Active Engagement: Engaging in listening activities, such as listening to podcasts, watching English-language movies, or participating in group discussions, encourages active participation and a deeper understanding of the language.

Incorporating listening activities and exercises into English language teaching is essential to develop well-rounded language skills. Teachers should provide opportunities for students to listen to a variety of accents, speaking speeds, and topics to ensure they become proficient listeners and effective communicators in English. Improving listening skills is crucial for effective communication and language learning. Whether you're learning English or any other language, here are some tips to help you enhance your listening skills:

Active Listening: Actively engage with the material you're listening to. Focus on the speaker and their message. Avoid distractions and multitasking, such as checking your phone or thinking about unrelated matters.

Varied Listening Sources: Listen to a wide range of sources, including podcasts, audiobooks, music, movies, TV shows, news broadcasts, and conversations with native speakers. Exposure to different accents, dialects, and speaking speeds will help you adapt to various real-life situations.

Use Subtitles or Transcripts: When watching movies or TV shows in a foreign language, use subtitles or transcripts initially to aid your understanding. Gradually reduce your reliance on them as you become more proficient.

Repeat and Shadow: Pause or rewind audio clips and try to repeat what you hear, imitating the pronunciation, intonation, and rhythm. This technique, known as shadowing, helps improve your spoken language skills as well.

Listen Actively in Conversations: During conversations, focus on what the other person is saying rather than planning your response. Ask clarifying questions if you don't understand something, and practice paraphrasing to confirm your understanding. **Expand Your Vocabulary:** Building a strong vocabulary will make it easier to understand spoken language. Learn new words in context and practice using them in sentences.

Note-Taking: Take notes while listening to lectures, presentations, or podcasts. This helps you retain information and identify key points.

Practice Listening to Different Accents: English, for example, has a wide variety of accents (e.g., British, American, Australian). Listen to speakers with different accents to improve your ability to understand diverse English speakers.

Slow Down and Gradually Increase Difficulty: Start with slower and simpler audio materials, and gradually progress to more complex and fast-paced content as your skills improve.

Join Language Groups or Classes: Participate in language exchange groups, conversation clubs, or language classes where you can practice listening and speaking with others.

Use Language Learning Apps: Many language learning apps and websites offer listening exercises and activities tailored to your skill level. These can be a fun way to practice listening regularly.

Engage in Dictation Exercises: Dictation exercises involve transcribing spoken text. These exercises improve both your listening and writing skills.

Set Goals: Establish specific listening goals, such as listening to a certain number of podcasts or watching a movie without subtitles. Tracking your progress can be motivating.

Be Patient and Persistent: Improving listening skills takes time and consistent effort. Don't get discouraged by occasional difficulties, and celebrate your successes along the way.

Seek Feedback: If you have access to native speakers or language teachers, ask for feedback on your listening skills. They can provide valuable insights and suggestions for improvement.

Remember that improving listening skills is an ongoing process. The more you practice and expose yourself to the language, the more comfortable and proficient you will become in understanding spoken language.

Questions:
1. What is the importance of essay writing in teaching English?
2. What types of essays do you know?
3. How to analyze essays in teaching English?
4. What is rubric?
5. Why is it important to improve listening skill in teaching English?

Text-based grammar teaching in foreign language lessons. Development of language skills. (Chet tili darslarida gramatikani matn asosida o'qitish. Til konpetenciyalarini rivojlantirish)

PLAN*:*

1. **Text-based grammar teaching.**
2. **Benefits of Text-Based Grammar Teaching.**
3. **Communicative competence:**
   linguistic, sociolinguistic, discourse and strategic competence

Key words: text-based, textual materials, contextual Learning, CEFR, communicative competence, linguistic /grammatical competence, sociolinguistic competence, pragmatic /discursive competence, and strategic competence.

1. Text-based grammar teaching.

Text-based grammar teaching is an effective approach to teaching grammar in foreign language lessons. This method focuses on using authentic texts, such as written passages, articles, stories, and other textual materials, to teach grammar rules and structures in context. Most people think of a "text" as a piece of writing: a short article, an email, or even a poem, for example. But don't forget that a text can also be an *audio* text, like a song, a speech, or a dialogue. Either option will work, but keep in mind that the grammar itself may determine which one makes more sense. The passive voice, for example, is rarely used in casual conversation, but occurs quite frequently in news reports and newspaper articles. So if you're wondering what kind of text to use, consider the grammar you want to teach. In which situations

or contexts does it normally occur? Then choose your text accordingly. If you're using a course book, the text will probably be provided for you. (Feeling a little lost? check out the video offered at the end of this post to learn exactly how to identify text-based lessons in course books and what to do with them!)

You'll want to make sure the text is short and fairly simple. If you're teaching a lesson that's anywhere from 45 to 90 minutes, you won't want to spend much time dealing with the text itself- you'll want to get to the grammar as soon as you can. This may seem obvious, but remember that in a grammar lesson, the main focus is the *grammar* you've set out to teach. That means you don't want to have to devote any time to new vocabulary in the article or other complex grammar that isn't your target language. So if you're writing the text yourself, make sure the vocabulary and structures you use

(aside from the examples of target language you plant in the text) are nice and simple.

If you're using a text you found in a course book or elsewhere, look it over with a critical eye. Is it longer than 200 words or so? Does it contain a lot of vocabulary you suspect your students don't already know? If the answer to either of those questions is yes, consider this your official permission to take a hatchet to it. Adapt, adapt, adapt! Cut that thing down and make it work for you. Just make sure you leave the target language intact!

The text should contain at least a few different examples of the target language. Ideally, it will include examples in the negative and question form as well, though this isn't essential. You just want more than one example so that when you pull them out later in the lesson, you can help the students notice patterns in meaning and form.

Here's an overview of the benefits and strategies associated with text-based grammar teaching in foreign language education:

2. Benefits of Text-Based Grammar Teaching.

Contextual Learning: Text-based grammar teaching provides learners with realworld context for understanding and applying grammar rules. Learners see how grammar functions within sentences and texts, making it more meaningful and memorable.

Authentic Language Use: Authentic texts reflect how the language is used in real-life situations, exposing learners to idiomatic expressions, colloquialisms, and natural language variations.

Improved Comprehension: Integrating grammar instruction into texts helps learners understand the content more comprehensively. It promotes reading and listening comprehension by providing practical examples.

Enhanced Vocabulary: Learners encounter new vocabulary and reinforce existing words as they read and analyze texts. This simultaneous exposure to grammar and vocabulary aids language acquisition.

Increased Motivation: Engaging with interesting and relevant texts can motivate learners to explore grammar in context, making the learning process more enjoyable. **Strategies for Text-Based Grammar Teaching:**

Select Relevant Texts: Choose texts that are appropriate for the learners' proficiency level and interests. Texts should contain examples of the grammar structures you want to teach.

Pre-Reading Activities: Before reading the text, introduce the targeted grammar structures or rules. Discuss their relevance and potential use in the context of the text. Interactive Activities: Engage students in interactive activities while reading the text, such as highlighting examples of the target grammar, identifying parts of speech, or discussing the structure of sentences.

Guided Practice: Provide guided practice exercises that focus on the specific grammar structures found in the text. These can include fill-in-the-blank exercises, error correction, or transformation tasks.

Discussion and Analysis: After reading the text, facilitate discussions and analysis of the grammar structures used. Encourage students to explain how and why the structures were employed in the text.

Writing Exercises: Encourage students to apply what they've learned by writing sentences or short paragraphs that incorporate the target grammar. This reinforces their understanding and language production skills.

Peer Review: Incorporate peer review activities where students exchange and evaluate each other's written responses, providing constructive feedback on grammar usage. Feedback and Correction: Provide feedback on students' written work, addressing any grammar errors and explaining corrections. This helps reinforce correct usage. Variety of Text Types: Use a variety of text types, such as news articles

3. Communicative competence:

linguistic, sociolinguistic, discourse and strategic competence

"Human communication fulfils many different goals at the personal and social levels. We communicate information, ideas, beliefs, emotions, and attitudes to one another in our daily interactions, and we construct and maintain our positions within various social contexts by employing appropriate language forms and performing speech activities to ensure solidarity, harmony, and cooperation – or to express disagreement or displeasure, when called for" (CelceMurcia&Olshtan, 2000, p. 3).

The Common European Framework of Reference (CEFR) was implemented in Uzbekistan in 2012 as a framework for teaching, learning, and assessing languages. CLT is employed within CEFR (Beresova, 2017) and the approach is much different than the rule-based/grammar-translation method (GTM) to language teaching that language teachers are accustomed to in Uzbekistan. Within CLT, the identity of a language teacher is that of a facilitator instead as a conduit of information. Learning languages for communicative purposes shifts the classroom focus from the teacher to the learner; however, this shift does not mean the teacher

no longer has a role to play! A teacher's role is to guide students to become communicatively competent in the following four areas: linguistic, sociolinguistic, pragmatic, and strategic.

Think about the following:

1)   What is the difference among traditional and non-traditional ways to teaching language?

2)   What do you understand when we speak about different communicative competencies?

3)   How one can organize classes in terms of four competencies?

The term «communicative competence» is comprised of two words, the combination of which means «competence to communicate». This simple lexicosemantical analysis uncovers the fact that the central word in the syntagm «communicative competence» is the word «competence».

«Competence» is one of the most controversial terms in the field of general and applied linguistics. Its introduction to linguistic discourse has been generally associated with Chomsky who in his very influential book «Aspects of the Theory of Syntax» drew what has been today viewed as a classic distinction between competence (the monolingual speaker-listener's knowledge of language) and performance (the actual use of language in real situations)

Soon after Chomsky proposed and defined the concepts of competence and performance, advocates for a communicative view in applied linguistics (e.g. Savignon, 1972) expressed their strong disapproval at the idea of using the concept of idealized, purely linguistic competence as a theoretical ground of the methodology for learning, teaching and testing languages. They found the alternative to Chomsky's concept of competence in Hymes's communicative competence which they believed to be a broader and more realistic notion of competence. Namely, Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical

competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence.

During the 1970s and 1980s many applied linguists with a primary interest in the theory of language acquisition and/or the theory of language testing gave their valuable contribution to the further development of the concept of communicative competence. Just a few of them will be mentioned in the following, namely those whose theoretical reflections and empirical work seem to have had the most important impact on the theory of communicative competence.

In an attempt to clarify the concept of communicative competence, Widdowson (1983) made a distinction between competence and capacity. In his definition of these two notions he applied insights that he gained in discourse analysis and pragmatics. In this respect, he defined competence, i.e. communicative competence, in terms of the knowledge of linguistic and sociolinguistic conventions. Under capacity, which he often referred to as procedural or communicative capacity, he understood the ability to use knowledge as means of creating meaning in a language. According to him, ability is not a component of competence. It does not turn into competence, but remains "an active force for continuing creativity", i.e. a force for the realization of what Halliday called the "meaning potential" (Widdowson, 1983:27). Having defined communicative competence in this way, Widdowson is said to be the first who in his reflections on the relationship between competence and performance gave more attention to performance or real language use. Canale and Swain (1980) and Canale (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. According to them, there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfill communicative functions and knowledge of how to combine utterances and

communicative functions with respect to discourse principles. In addition, their concept of skill refers to how an individual can use the knowledge in actual communication. According to Canale (1983), skill requires a further distinction between underlying capacity and its manifestation in real communication, that is to say, in performance Unlike Hymes, Canale and Swain or even Widdowson, Savignon (1972, 1983) put a much greater emphasis on the aspect of ability in her concept of communicative competence. Namely, she described communicative competence as «the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors" (Savignon, 1972:8). According to her, and many other theoreticians (e.g. Canale and Swain, 1980; Skehan, 1995, 1998; Bachman and Palmer, 1996 etc.), the nature of communicative competence is not static but dynamic, it is more interpersonal than intrapersonal and relative rather than absolute.

Communicative competence – an ability and knowledge of a language user about how, what and where to speak appropriately from the view point of culture, traditions, shared rules and norms. An ability of understanding social meaning and being understood within a social context.It consists of four aspects: linguistic, sociolinguistic, pragmatic/discourse, and strategic competence.

Linguistic or grammatical competence – is the ability to be able to apply grammatical, lexical, syntactical, and stylistic rules to oral and written utterances. Linguistic competence is important since it explains how utterances and sentences are structured – structural conceptualization of language. However, these rules are not enough to accomplish a communicative goal since non-linguistic factors play a role in constructing social meanings.

Pragmatic/discourse competence – an ability to interpret and convey meaning in context. To understand a dynamic meaning depends on time, space, and social context. While communicating people not only exchange meaningful structures and semantics but they transfer intentions. An utterance carries within itself such

intentions of a speaker. This intention is tied to time, space, and social context. To able to interpret these intentions in communications is to possess a pragmatic/discourse competence.

Sociolinguistic competence – being aware of how culture(s), shared social rules and norms affect the way we describe things, objects, and processes within a society. Sociolinguistic competence targets at developing students' ability to understand how different cultures choice different grammar, syntax, semantic, stylistics in describing the same objects, subjects, and processes. It also tries to understand how something is spoken appropriately in a social context.

Strategic competence – while lacking knowledge in linguistic, sociolinguistic, and pragmatic competences, strategic competence is being able to overcome such a shortage of knowledge by delivering a message from one language into another one with the help of means other than those in linguistic, sociolinguistic, and pragmatic competencies. While communicating with different people in a foreign language we are not always aware of certain words. To be able to deliver the meaning of these unknown words without using these words themselves implies the possession of strategic competence.

A head of an English Language department was asked by the rector of the University to observe a teacher's lesson and to determine if the language teacher is using communicative approaches in his/her class. The head of the department (observer) expected to see a class on family, in which, students interacted with one another and did group discussions on their own stories on this chosen topic. However, the head of the department only saw the teacher explaining the vocabulary and the expected grammatical rules students should memorize. The observer reported the class was not interactive and the teacher's voice could be heard only during the lesson.

The following day, the head of the English Department decided to conduct a master class based on CLT. Everyone was interested in this communicative class, including the teacher who was recently observed. The class started. The topic was

"The Principles of Communicative Competence." Rather than starting with an explanation of the rules on the principles of communicative competence, the head gave two examples.

The first read:

The sister (she) of my friend (he), sitting in front of me, is the best.

The head asked the class to discuss for two minutes who is sitting, he or she. Some said he is sitting, while others said she is. Furthermore, the head asked the teachers why some people made the decisions they did. The class discussed but did not come to a consensus. The head asked if there were any syntactical rules that would guarantee his or her sitting? No teacher could answer the department head's question. This example shows that syntactic rules are not enough to answer his query. Language is about social context, that is, the real life to which syntactical rules should fit into, and not the other way around. People, while communicating, could make mistakes from a GTM perspective but might be right from a communicative perspective. In other words, GTM says that "friend/he" is sitting because "there is at least a collocational relationship between" "friend/he" and "sitting", in which sitting in front of me "is a phrase headed by the participle" (Matthews, 1981, p. 176). CLT, however, prioritizes communication that takes place in a concrete time, space and social context, thus he or she might be the case of sitting in that time, space, and social context.

The department head gave another example to demonstrate how non-linguistic factors affect the way we interpret words, sentences, etc. The example reads: I will be back in five minutes.

The head continued the previous discussion and asked participants whether this utterance could be considered successful or not (i.e., successful communication can ensue). Teachers mostly said there was no problem in understanding and the intended meaning was apparent. However, the head said that this communication was not successful between two people in real life because the speaker's interlocutor did not understand appropriately the utterance from a cultural perspective. (Even

though this utterance is grammatically correct.) The head explained the social context for this utterance to the teachers: an Uzbek who was talking to a person from the United States.

Once this utterance was made, the American questioned it, saying "whether it is real five minutes or Uzbek five minutes." The American used to experience that Uzbeks use the phrase 5 minutes to represent a certain amount of time, but not actual five minutes. Even though five minutes is an objective fact, different cultures affect the way we differently interpret this objective fact. Thus, we should decide whether we are educating students to be competent only in knowing facts and rules, or they should also be able to put these facts and rules into practice. One should be able to accomplish a communicative goal. What do you think about the examples given in the vignette? Can you provide additional language examples that shows how non-linguistic factors favour meaning construction in human communication?

LINGUISTIC COMPETENCE

"... the harmony between thought and reality is to be found in the grammar of the language"(Wittgenstein, 1974, p. 162).

The study of language (its form/structure and meanings/semantics) in Uzbekistan was regarded as being the main source of knowledge that was believed to secure the successfulness of human communication. We often relied on dictionary meanings, structured rules, and impenetrable facts when we learn and teach language. However, times have shifted and with new insights from cognitive linguistics (Langacker, 1991), Construction Grammar (Croft, 2001), and recent In-Service Language Teacher Education-Uzbekistan approaches to Applied English Linguistics (Larsen-Freeman, 2003), we have moved to a more communicational/functional approach. Think about the following:

1)   What does linguistic competence mean to you?

2)   Please think about the word, 'facilitator.' How would you facilitate a language class while understanding the core of linguistic competence; how does this approach differ from what you already do?I remember vividly my language teachers

at the Uzbekistan State University of World Languages in the 2000s who educated me in the Grammar Translation Method (GTM). From that time, we targeted at analyzing only form/structure and meanings/semantics and left out an analysis of use/discourse/pragmatics. Let's see how such an analysis looked like in the following example:

A teacher in class asks students to analyze and translate the following utterance:

"It's a holiday today; my kid is home from school." Students say that this is a simple sentence, which contains a noun phase, verb, and secondary parts of speech. Each word in the sentence is given in its primary meaning, thus it is a neutral sentence. Students learnt by heart all the words given in these sentences. The dictionary helped students to translate them easily. GTM says that once you know all these rules (the building blocks of language), you can easily apply them to a new situation, composing an indefinite amount linguistically correct sentences to describe the reality.

We never questioned how this sentence – "It's a holiday today; my kid is home from school" – could be interpreted differently in a real-life situation. So, once these sentences are regarded to be the relevant utterances from the viewpoint of form/structure and meanings/semantics, their use could cause a communicative problem. Instead, Americans tend to use, "It's a holiday today, my kids are home from school." "Kid" in its plural form. To use "kid" in a singular form may mean (meaningin-use) "my kid, whom I do not like or even despise" is home. To show endearment, the speaker may use the singular noun, child instead of kid. The form/structure and meanings/semantics never tells us meaning-in-use, functional meaning, communicative meaning Think about the vignette and reflect on it and the relationship among form, meaning, and use. Then, think about the following sentence: Vegetarians like eating beef. How could this sentence be correct in its form? Using Figure Two above, what are the building blocks of this sentence? (Thus, can you explain each level of the pyramid with the sentence, Vegetarians like eating beef?)

Linguistic competence – an unconscious as well as conscious knowledge of language "which consists of the basic elements of communication: sentence patterns, morphological inflections, lexical resources, and phonological or orthographic systems" (Celce-Murcia & Olshtain, 2000, 16). The subsystems of form, meanings, and use (Cecle-Murcia & Larsen-Freeman, 1999) are both interdependent and overlapping because "each element in a language is explained by reference to its

function in the total linguistic system" (Halliday, 1994, p. xiv). Form, as one of the dimensions, "consists of the visible or audible units: the sounds (or signs in the case of sign language), written symbols, inflectional morphemes, function words (e.g., of), and syntactic structures" (Larsen-Freeman, 2003, p. 34). Form takes into consideration how grammar operates at the subsentential or morphological level and is constituted by studies in phonology, graphology, semiology, morphology, and syntax US-China Friendship Volunteer is pronounced as /iu es tʃaɪnə frɛndʃɪp vɒlənˈtɪər/, and is a noun phrase (NP) with five morphemes. US-China (noun + noun) are two free morphemes compounded to form one lexical item. Friendship, (noun + noun), consists of one free and one bound morpheme. The bound morpheme, ship, is derivational and does not change the grammatical function of the word. Volunteer consists of one free morpheme. The word order, or internal structure, of the NP US-China Friendship Volunteer, is fixed.

Meaning is another dimension. "When dealing with meaning, we want to know what a particular English grammar structure means and what semantic contribution it makes whenever it is used" (Celce-Murcia & Larsen-Freeman, 1999, p. 4). When placed in an appropriate case-form, the NP functions as a complement in clause structure; for example, as a subject (A US-China Friendship Volunteer arrived), object (Our school needs a US-China Friendship Volunteer), or predicate complement (Dave is a USChina Friendship Volunteer). Additionally, the US-China Friendship Volunteer's denotation, the dictionary definition or referential

meaning, means "an unpaid person from the US Peace Corps who represents a friendly relationship between the United

States of America and The People's Republic of China." Use is the third dimension in

Larsen-Freeman's form, meaning, and use paradigm. According to Celce-Murcia and Larsen-Freeman (1999), pragmatics is another name for use. Levinson (1983)explained that pragmatics are the "relations between language and context that are grammaticalized, or encoded in the structure of a language" (p. 9). Just knowing the form and meaning of the noun phrase, US-China Friendship Volunteer, is not sufficient for someone to be able to use it appropriately. A speaker will need to know when to use US-China Friendship In-Service Language Teacher Education-Uzbekistan Volunteer instead of Peace Corps Volunteer or another one of the hundreds of volunteer organizations from America that is currently in China. While I was in China, US-China Friendship Volunteer was used only in speeches at banquets, ceremonies, and festivals and in any other formal interactions between a Peace Corps staff and someone from China's Communist Party

PRAGMATIC COMPETENCE

The term 'pragmatic competence', first appearing as a component of the idea of 'communicative competence', was introduced to the field of linguistics by Hymes (1972) as part of his reaction to Chomsky's distinction of competence and performance (1965). According to Chomsky's concept, which laid the foundations for his 'generative grammar', competence and performance distinguish the underlying knowledge of a language user (i.e. competence, which is subconscious and includes features such as phonology, syntax, semantics, and so on) from what they can actually produce in 'real time' (i.e. performance) ' Communicative competence, therefore, combines 'linguistic competence' (involving grammatical knowledge of lexis, syntax, morphology, phonology, and so on) with the sociolinguistic knowledge of *how* to appropriately use language according to context.

That is, a speaker may have knowledge of politeness strategies (pragmalinguistic competence) and the understanding of where to apply them in context (sociopragmatic competence), but if grammatical ability lets them down, their pragmatic intentions might still be miscommunicated. For instance, if a speaker stutters or pauses as a result of underdeveloped organisational competence, this might be taken as a reflection on their character (e.g. shyness). Also, as a result of stuttering and hesitancy, the illocutionary force of an utterance might be miscommunicated (e.g. an order misinterpreted as a request). Furthermore, a speaker may know a strategy and wish to apply it to a particular context, but be unsure of its correct grammatical construction. Not wanting to make a grammatical mistake, the speaker may end up opting for a strategy which they know is correct, but which is less polite, e.g. *'Can you pass me the salt?'* instead of *'I wondered if you could pass the salt'* (which is grammatically more sophisticated). For these reasons, organisational competence is included as a component of the working definition.

- *Would/Could you spell that, please?* (p. 11)

- *I want to ask a question.* (p. 11)

- *Sorry, could you repeat that?* (p. 11)

- *Can we just summarise the points we've agreed so far?* (p. 34)

- *Can you transfer the money by next week?* (p. 34)

- *Could I make a suggestion, why don't we ...?* (p. 81)

Despite potentially being useful, a criticism is that it is not explicitly explained how the strategies might be used to discern particular contexts, e.g. in light of social status, familiarity, age, cost of imposition, and so on. For instance, whereas the strategy, *'Could I make a suggestion?',* might be applied whilst speaking to a senior boss, the utterance, *'I want to ask a question',* in the same context could be considered too abrupt. In further consideration of the strategies provided in the Useful language boxes (such as the above), it can be seen that the range of Internal modifications is somewhat limited, primarily illustrating the Politeness marker, *Please*, and only a light dusting of other lexical downtoners (e.g. *just*). *Could I have*

a quick word with you?' and *'I need to talk to you about something'*, are provided as examples of Preparator and Getting a precommitment strategies, according to Blum-Kulka, House and Kasper's CCSARP coding manual (1989). The issue, however, as with the case of the other strategies, is that context is again not considered, nor is the issue of prosody and the importance of intonation in softening requests. Intonation is especially critical, since the Preparator example (*'I need to talk to you about something'*), could potentially sound threatening without the right modulation of pitch. The teacher's notes in relation to this do suggest going through the Useful language box, '[getting] individual [students] to read the expressions, working on intonation.' However, explicit indications about how to teach intonation are not provided. Rather, it is assumed that the teacher will already be intuitive of such issues, which is not always the case, particularly for non-native speakers

(Savić, 2014).

"Pragmatics studies the context within which an interaction occurs as well as the intention of the language user ... Pragmatics also explores how listeners and readers can make inferences about what is said and written in order to arrive at an interpretation of the user's intended meaning" (Celce-Murcia & Olshtain, 2000, p. 20).

Pragmatic competence – an ability to interpret and convey meaning in (social) context.

The intended meaning is more than what is said. A dialogue can be wrong in terms of form/structure and meanings/semantics, but it can be correct from the viewpoint of pragmatic meaning. Once interloutors understand each other's intended meanings, even with grammatically incorrect sentences, the communication is still successful. Pragmatic competence is 'the ability to use language appropriately in a social context' (Taguchi, 2009). It is the key to effective communication in a second language. While communicative competence and grammatical competence are explicitly taught and developed in the EFL classroom, developing pragmatic competence is often overlooked. However, it is actually the skill which native speakers subconsciously use to define a non-native speaker as a

successful communicator…and, hence, as someone they would like to talk to, help, be friends with and even hire.

It is important to note the distinction between language transfer and pragmatic transfer. Common examples of language transfer include:

• '*I have 20 years*' (*J'ai 20 ans*). In French, '*avoir*' (to have) is used to express age as oppose to the verb 'to be' in English.

• '*I have house*' ('U menia est' dom). There are no articles in Russian and many other Slavic languages as well as Japanese and Korean, to name but a few.

• Not using intonation in interrogative sentences. For example, intonation is not used in questions in Spanish.

On the other hand, there are two types of pragmatic transfer. Firstly, pragmalinguistic transfer occurs when L2 learners use the strategies of their L1 to perform a linguistic function which is performed (often significantly) differently in the L2. In the EFL classroom, this is often dealt with purely as an issue of register. However, the root cause of a student producing inappropriate register is often pragmatic transfer. Common examples of pragmatic transfer include:

• '*Open the window!*' The imperative is the most appropriate request-making strategy in lots of languages (for example, Slavic languages)

• '*I apologise*' or '*Forgive me*' instead of '*I'm sorry*' when expressing an apology. In this case, the performative is directly transferred from the L1.

The second type of pragmatic transfer is sociopragmatic transfer which occurs from applying the sociocultural norms of the L1 to the L2. Examples include:

• Referring to the teacher by using a title such as '*Miss*' or '*Sir*'. The use of titles is more commonplace in non-English speaking cultures. This could also occur because English does not have a T/V distinction (like the tu/vous distinction in French, for example). As such, English is a very informal language with relatively low social distance between all interlocutors, regardless of one's position, power or ranking within the culture.

• Asking someone you have just met for the first time: '*How much money do you earn?*' While this situation would be perceived as somewhat offensive to a native English speaker, it would not be considered inappropriate in some other languages and cultures. The cooperative principle – an equal amount of effort (i.e. true, sincere and appropriate information) that is invested by both a speaker and hearer to construct meaning while communicating. Consider the following dialogue (Yule, 1996, p. 36): Man: Does your dog bite? Woman: No (the man reaches down to pet the dog. The dog bites the man's hand). Man: Ouch! Hey! You said your dog doesn't bite. Woman: He doesn't. But that's not my dog. What do you think is the problem in this conversation? Why is this communication not successful? How did the interlocutors not understand each other, even though semantically and grammatically correct sentences were deployed? While we talk, we do not only exchange semantically meaningful and grammatically correct utterances, we also "…provide an appropriate amount of information (unlike the woman [in the given conversation]); we assume that they are telling the truth, being relevant, and trying to be as clear as they can" (Yule, 1996, p. 37). Grice's (1975) cooperative principle (maxims) should be followed in a dialogue so that interlocutors understand each other within a given social context:

1)   The maxim of quantity – evaluation by the speaker hearer's need in new information much/less speaking may lead to unsuccessful communication). In the given example, the woman did not provide enough information to the man. She just said no, which is misinterpreted by the man, who thought that no refers to this dog does not bite. This break of the maxim led to the failure of the communication, the result of which is an unintended action, i.e. the dog bit the man.

2)   The maxim of quality – truth, intersubjectively accepted truth within a society. Both speaker's and hearer's beliefs on truthfulness of what is spoken and what is heard.

Usually, when people talk to each other, they rely on common, shared memories, practices and experiences. These shared practices and experiences

contain within themselves a certain type of truth, which is known to both interlocutors. Besides, if a person poses a statement without enough evidence to prove that statement, which is easily recognizable to the other party in the communication, a conversation may fail since one of the parties is not telling the truth. Analyze the following dialogue and try to guess at what stage the conversation is broken because the maxim of quality is not kept.

3) The maxim of relevance – connected with the topic, timely given information. While talking to each other, people are required to pose utterances that are connected with the discussed topic. To be irrelevant in saying words and sentences that are off the topic may lead to the situation, in which a hearer stops accepting speaker's information. 4) The maxim of manner – coherent (sequence, structure), well ordered and – organized utterance, absence of ambiguity. A speaker should be able to realize that his utterance is transmitted to a hearer, to an audience clearly. For example, there are lots of cases among scholars in Uzbekistan, in which the maxim of manner is broken while using PP presentations. Scholars use long sentences, texts from legal documents in their PP presentations, which are not readable by an audience because of poorly ordered organization of the language of PP presentations.

QUESTIONS:

1. What is text-based teaching and its benefits?
2. What is communicative competence?
3. What are the four branches of communicative competence?
4. How do you explain pragmatic competence?
5. What is linguistic competence?
6. Please think about the word, 'facilitator.' How would you facilitate a language class while understanding the core of linguistic competence; how does this approach differ from what you already do?

LECTURE 3. The importance of observation in language learning/teaching and lesson planning.

1. *The importance of observation in learning*
2. *The importance of observation in teaching*
3. *Lesson planning*

KEY TERMS: observation, classroom observation, peer observation, teacher observation, observational skills, professional development, feedback reflective practice, learning from observation, data collection, educational research, evidencebased practice, self-reflection

1. *The importance of observation in learning*

Observation plays a vital role in language learning and lesson planning, both for educators and students. Here's an overview of its importance in these contexts:

Importance of Observation in Language Learning:

Listening Comprehension: Observation involves actively listening to native speakers or proficient speakers of the target language. This improves listening comprehension, helping learners become more attuned to pronunciation, intonation, and speech patterns. Accent and Pronunciation: Observing native speakers helps learners develop correct pronunciation and accent. They can mimic and practice the way words and sentences are spoken, contributing to clearer and more accurate speech.

Idiomatic Expressions and Colloquialisms: Language is rich with idiomatic expressions and colloquialisms that might not be explicitly taught in textbooks. Observing native speakers exposes learners to these nuances, enhancing their ability to communicate naturally.

Cultural Awareness: Through observation, learners gain insights into the cultural context of the language. They become more aware of customs, etiquette, and non-verbal communication, which is essential for effective language use.

Contextual Learning: Observing language use in real-life situations provides context for understanding grammar rules and vocabulary. Learners see how language functions within sentences and conversations, making it more meaningful.

Language Variation: Languages can vary greatly between regions and social groups. Observation helps learners adapt to different dialects, accents, and language variations, making them more versatile communicators.

Vocabulary Acquisition: Observing and reading authentic texts exposes learners to a wide range of vocabulary in context. This aids in vocabulary acquisition and retention.

Importance of Observation in Lesson Planning:

Assessment of Learner Needs: Observing students in the classroom allows educators to assess individual needs, strengths, and weaknesses. This information guides lesson planning to address specific learner requirements.

Learning Styles: Through observation, educators can identify students' preferred learning styles—whether they learn better through visual, auditory, or kinesthetic methods. Lesson plans can then incorporate various strategies to accommodate different learning styles.

Progress Monitoring: Regular observation of student performance helps educators track progress and adjust lesson plans accordingly. It enables them to identify areas where additional support or challenge is needed.

Engagement Levels: Observing students' engagement and participation during lessons provides valuable feedback. Educators can modify teaching methods or materials to enhance student engagement and motivation.

Feedback Gathering: Observations help educators gather feedback on the effectiveness of their teaching strategies. This information can lead to adjustments in lesson plans to improve teaching and learning outcomes.

Adaptation to Student Needs: Observing students' reactions and understanding their comprehension levels during lessons allows educators to adapt their teaching approach in real-time to ensure optimal understanding and retention.

Resource Selection: Observation informs educators about the suitability of instructional materials and resources. It helps them choose materials that align with students' needs and interests.

Assessment Design: Observing student performance helps educators design assessments that accurately measure learning outcomes and reflect what was taught in the lessons. In summary, observation is an essential component of language learning and lesson planning. For language learners, it provides exposure to authentic language use and cultural context. For educators, it offers insights into student needs and informs effective teaching strategies. By integrating observation into the learning and teaching process, both learners and educators can enhance language acquisition and instructional effectiveness.

2. The importance of observation in teaching

Teacher observation of other teachers, often referred to as peer observation or peer coaching, is a valuable professional development practice in the field of education. It involves one teacher observing another teacher's classroom instruction to provide constructive feedback, share insights, and promote continuous improvement in teaching practices. Here are key aspects and benefits of teacher observation of other teachers:

1.   Professional Growth:

Peer observation offers teachers an opportunity for continuous professional growth. By observing their peers, educators can gain new insights, strategies, and perspectives that can enhance their teaching skills and effectiveness.

2.   Collaboration and Networking:

It fosters collaboration and networking among teachers within a school or educational institution. Teachers can share ideas, experiences, and best practices, creating a supportive professional learning community.

3.   Reflective Practice:

Observing other teachers encourages self-reflection. Teachers can critically assess their own teaching methods and practices by comparing them to what they observe in their peers' classrooms. 4. Skill Enhancement:

Observing effective teaching strategies and classroom management techniques can help teachers acquire new skills and refine existing ones. This can lead to increased student engagement and improved learning outcomes.

5.   Exposure to Diverse Methods:

Peer observation exposes teachers to a variety of teaching methods, styles, and approaches. This diversity can broaden their instructional repertoire and enable them to adapt their teaching to better meet the needs of different students.

6.   Feedback for Improvement:

Feedback provided during peer observation is constructive and tailored to the observed teacher's goals and areas for improvement. It helps teachers make targeted adjustments to their teaching practices.

7.   Building Trust:

Engaging in peer observation builds trust among colleagues. When teachers participate willingly and openly in the process, it fosters a culture of professional trust and growth.

8.   Confidentiality:

To create a safe and non-threatening environment, it's essential to ensure that observations are conducted confidentially. This allows teachers to be more open to feedback and self-reflection.

9.   Specific Focus:

Observations can be designed to focus on specific areas of interest or concern, such as classroom management, student engagement, assessment strategies, or the integration of technology in teaching.

10.   Model for Learning: - Peer observation sets a positive example for students. When teachers model a commitment to learning and growth, it reinforces the importance of these values for students.

11.   Mentorship Opportunities: - Peer observation can provide opportunities for mentorship relationships to develop between experienced and novice teachers.

Experienced teachers can offer guidance and support to newer colleagues.

12.   Professional Development Plans: - Observations can inform the development of individualized professional development plans. Teachers can use feedback and insights from observations to set goals and prioritize areas for improvement.

13.   Evidence-Based Practice: - By observing the impact of different teaching strategies on student learning, teachers can make informed decisions about their instructional practices, aligning them with evidence-based methods.

Incorporating peer observation as a regular part of a school's professional development program can lead to a more collaborative and growth-oriented teaching community. It encourages teachers to take ownership of their professional growth and contributes to the overall improvement of teaching and learning within an educational institution.

3. Lesson planning

Lesson planning is the process of designing and organizing a detailed outline or blueprint for a single instructional session or class. Effective lesson planning is a fundamental skill for educators, as it ensures that teaching and learning objectives are met, content is covered comprehensively, and students are engaged and motivated.

Here's how to create a well-structured lesson plan:

1.   Define Clear Objectives:

Start by identifying the specific learning objectives for the lesson. What should students know, understand, or be able to do by the end of the lesson? Objectives should be clear, measurable, and aligned with curriculum standards.

2.   Know Your Audience:

Consider the characteristics and needs of your students, such as their age, grade level, prior knowledge, and learning styles. Adapt your lesson to cater to their diverse needs and abilities.

3.   Choose Appropriate Content:

Select the content or topic you want to teach in the lesson. Ensure that it aligns with the curriculum and is relevant to the learning objectives.

4.   Develop a Lesson Structure:

Organize your lesson into a clear structure that includes an introduction, main content, and conclusion. Break down the content into smaller segments or activities.

5.   Introduction:

Begin with an engaging hook or opening activity to capture students' interest and provide context for the lesson. Clearly state the learning objectives to set expectations.

6.   Presentation of Content:

Present the main content in a clear and organized manner. Use a variety of instructional methods, such as lectures, discussions, multimedia, or hands-on activities, to cater to different learning styles.

7.   Active Learning Activities:

Incorporate interactive activities that engage students actively in the learning process. These can include group discussions, problem-solving exercises, experiments, or debates.

8.   Differentiated Instruction:

Differentiate your instruction to address the diverse needs of your students. Provide additional support for struggling learners and challenge opportunities for advanced students. 9. Assessments:

Include formative assessments (ongoing assessments) and summative assessments (end-of-lesson assessments) to measure student understanding. These can be quizzes, discussions, homework assignments, or projects.

10.   Closure: - Summarize the key points of the lesson and revisit the learning objectives. Provide closure by connecting the content to real-world applications or future lessons.

11.   Materials and Resources: - List all the materials, resources, and technology needed for the lesson, including textbooks, handouts, multimedia, and any technology or equipment.

12.   Timing: - Allocate time for each part of the lesson to ensure that you cover all content and activities within the allotted class period. Be flexible and prepared to adjust your plan if needed.

13.   Adaptation and Flexibility: - Be prepared to adapt your lesson plan based on students' reactions, questions, and progress. Flexibility is key to responding to the needs of your class.

14.   Assessment of Learning: - Reflect on the effectiveness of the lesson. Did students meet the learning objectives? What worked well, and what could be improved? Use this reflection to inform future lesson planning.

15.   Additional Considerations: - Consider classroom management strategies, accommodations for students with special needs, and ways to make the lesson culturally inclusive and accessible to all learners.

16.   Alignment with Standards: - Ensure that your lesson plan aligns with relevant educational standards or curriculum guidelines to meet educational goals.

17.   Collaboration: - Collaborate with colleagues to share ideas, resources, and best practices for lesson planning. Peer feedback and collaboration can lead to improved lessons.

A well-structured lesson plan serves as a roadmap for effective teaching. It helps teachers stay organized, deliver engaging content, and assess student learning. Regularly reviewing and refining lesson plans based on student performance and feedback is essential for continuous improvement in teaching.

Example 1

Lesson Title: Plant Cell Structure and Function

Grade Level: upper intermediate

Duration: 50 minutes

Learning Objectives: By the end of this lesson, students will be able to:

Identify the main parts of a plant cell and describe their functions.

Explain the differences between plant and animal cells.

Demonstrate understanding by correctly labeling a diagram of a plant cell.

Materials:

Whiteboard and markers

Handout with a plant cell diagram

Projector and computer for multimedia presentation
Microscopes (optional)

Introduction (10 minutes):

Begin the lesson with a hook: Show a time-lapse video of a plant growing and ask students what they notice about plant growth.

Explain the importance of understanding plant cells in biology and mention that today's lesson will focus on their structure and function.

Main Content (30 minutes): 3. Use a multimedia presentation to introduce the main parts of a plant cell: cell wall, cell membrane, cytoplasm, nucleus, chloroplasts, mitochondria, vacuole, and endoplasmic reticulum.

Describe the functions of each cell part and provide real-life examples when possible.

For example, relate chloroplasts to photosynthesis.

Show images and diagrams of plant cells on the projector, emphasizing the key structures.

Activity (10 minutes): 6. Distribute the handout with a blank plant cell diagram to each student.

In pairs, students label the parts of the plant cell on the diagram using the knowledge gained from the lesson.

Collect the completed handouts for assessment.

Discussion and Review (5 minutes): 9. Review the answers to the diagram as a class, discussing any misconceptions or questions.

Ask students to share one interesting fact they learned about plant cells.

Closure (5 minutes): 11. Summarize the key points of the lesson, emphasizing the importance of plant cells in the natural world.

Assign homework or independent research on a specific aspect of plant cells (e.g., photosynthesis, the role of vacuoles).

Assessment:

Formative assessment: Review students' labeled plant cell diagrams for accuracy. Summative assessment: Assign a short homework assignment or quiz on plant cell structure and function.

Differentiation:
Provide additional resources or readings for advanced students to explore plant cell biology in more depth.

Offer support or scaffolding for struggling learners, such as providing a partially labeled diagram or additional explanations.

Extension:

Arrange a field trip to a botanical garden or greenhouse to observe plant cells under microscopes.

Encourage students to research and present on recent scientific discoveries related to plant cells in future lessons.

This lesson plan provides a structured framework for teaching about plant cell structure and function while incorporating engagement, assessment, and opportunities for differentiation and extension.

Example 2. lesson plan

Lesson Title: Exploring the Internet

Grade Level: intermediate

Duration: 50 minutes

Learning Objectives: By the end of this lesson, students will be able to:

Define and explain what the Internet is.

Identify key components and functions of the Internet.

Demonstrate responsible and safe Internet use.

Materials:

Whiteboard and markers

Internet-connected computer or projector

Handouts with Internet safety tips

Access to a web browser for demonstrations Introduction (10 minutes):

Begin with a brief discussion: 'What do you know about the Internet? Have you heard of it before? How do you use it?'

Define the Internet: 'The Internet is a global network of computers that are connected and can share information with each other.'

Main Content (20 minutes): 3. Explain the key components of the Internet:

Computers and devices (servers and clients)

Internet Service Providers (ISPs)

Data centers and routers

Websites and web pages

Web browsers

Describe the functions of the Internet, such as communication (email, social media), information retrieval (search engines), and online services (shopping, education). Demonstrate a simple web search on a topic relevant to the class to show how information is accessed through the Internet.

Activity (15 minutes): 6. Break the class into small groups and provide each group with a computer or tablet.

Instruct each group to explore a kid-friendly educational website related to a topic of their choice.

Remind students to practice safe and responsible Internet use, such as not sharing personal information online.

Have each group report on what they learned from their website exploration.

Discussion and Review (5 minutes): 10. Lead a class discussion on responsible Internet use, emphasizing the importance of privacy, cyberbullying awareness, and verifying information online.

Review key takeaways from the lesson: What is the Internet, and how do we use it safely and responsibly?

Closure (5 minutes): 12. Distribute handouts with Internet safety tips for students to take home.

Encourage students to discuss Internet safety with their parents or guardians.

Assessment:

Formative assessment: Observe group discussions and website exploration to assess students' engagement and understanding.

Summative assessment: Assign a short reflection or quiz on the key concepts learned in the lesson. Differentiation:

Provide additional guidance and support for students who may be less familiar with the Internet.

Offer advanced research options for students interested in exploring more advanced Internet-related topics.

Extension:

Challenge students to create a simple presentation or infographic about the history of the Internet or its future trends.

Explore Internet-related careers and discuss the skills and education needed for such careers in future lessons.

This lesson plan introduces students to the concept of the Internet, its components and functions, and emphasizes responsible and safe Internet use. It incorporates hands-on exploration and discussions to engage students in the topic.

Types of assessment and evaluation in English classes. Aspects of interdependence in English lessons. (Ingliz tili darslarida baholash va baholash turlari. Ingliz tili darslarining o'zaro uzviy bog'liqlik taraflari.)

PLAN:

1. **Introduction.**
2. **History of assessment and testing**
3. **Assessment of language competences**
4. **Aspects of interdependence in English lessons.**

Key words: Testing, assessment language skills, assessment for learning, assessment of learning, anxiety and self-doubt, confirmations of inadequacy, commercially administered standardized test, knowledge of lexical items, data analysis techniques

This lesson addresses language assessment and testing and will provide information and resources on how to better support the relationship among teaching, learning, and assessment for EFL teachers in Uzbekistan. The guiding question for this lesson is the following: How can language teachers use information about their student's knowledge and skills of language before, during, and after a lesson to better support their language development? The goal of this lesson is to familiarize teachers with the twomain areas of language assessment and testing known as Assessment for Learning and Assessment of Learning.

INTRODUCTION

Tests have a way of scaring students. How many times in your school days did you feel yourself tense up when your teacher mentioned a test? The anticipation of theupcoming "moment of truth" provoked feelings of anxiety and self-doubt along with a fervent hope that you would come out on the other end with at least asense of worthiness. The fear of failure is perhaps one of the strongest negative emotions

a student can experience, and the most common instrument inflicting such fear is the test.You are not likely to view a test as positive, pleasant, or affirming, and, like most ordinary mortals, you intensely wish for a miraculous exemption from the ordeal.And yet, tests seem as unavoidable as tomorrow's sunrise in virtually alleducational settings around the world. Courses of study in every discipline are marked by these periodic milestones of progress (or sometimes, in the perception of the learner, confirmations of inadequacy) that have become conventional methods of measurement.

The gate-keeping function of tests-from classroom achievement tests to large scale standardized tests-has become an acceptable norm.Now, just for fun, take the following quiz. All five of the words are found in Standard English dictionaries, so you should be able to answer all five items easily, right?

Directions: In each of the five items below, select the definition that correctlydefines the w ord. You have two minutes to complete this test!

1. onager

a.   a large specialized bit used in the final stages of oil well drilling

b.   in cultural anthropology, an adolescent approaching puberty

c.   an Asian wild ass with a broad dorsal stripe

d.   a phrase or word that quantifies a noun

2. shroff

a.   (Yiddish) a prayer shawl worn by Hassidic Jews

b.   a fragment of an ancient manuscript

c.   (Archaic) past tense form of the verb to shrive

d.   a banker or money changer who evaluates coin

3. hadal

a.   relating to the deepest parts of the ocean below 20,000 feet

b.   one of seven stations in the Islamic hajj, or pilgrimage, to Mecca

c.   a traditional Romanian folk dance performed at spring festivals

d.   pertaining to Hades

4. chary

a. discreetly cautious and vigilant about dangers and risks

b. pertaining to damp, humid weather before a rainstorm

c. optimistic, positive, looking on the bright side

d. expensive beyond one's means

5. yabby

a. overly talkative, obnoxiously loquacious

b. any of various burrowing Australian crayfishes

c. a small horse-drawn carriage used in Victorian England for transporting one or two persons

d. in clockwork mechanisms, a small latch for calibrating the correct time

Now, how did that make you feel? Probably just the same as many learners feel whenthey take multiple-choice (or shall we say multiple-guess?), timed, "tricky" tests. To add to the torment, if this were a commercially administered standardizedtest, you would probably get a score that, in your mind, demonstrates that you did worse than hundreds of people! If you're curious about how you did on the quiz, check your answers by looking at end of this lesson.Of course, this little quiz on obscure, infrequently used English words is not anappropriate example of classroom-based achievement testing, nor is it intended tobe. It was designed to be overly difficult, to offer you no opportunity to use contextualclues, and to give you little chance of deciphering the words from yourknowledge of English. It's simply an illustration of how tests make us feel much ofthe time.Here's the bottom line: Tests need not be degrading or threatening to your students.Can they build a person's confidence and become learning experiences? Can they become an integral part of a student's ongoing classroom development? Can they bring out the best in students? The answer is yes. That's mostly what this module is about: helping you as a teacher create more authentic, intrinsically motivating assessment procedures that areappropriate for their context and designed to offer constructive feedback to your students.To reach this goal, it's important to understand some basic concepts: What do wemean by assessment! What is the difference between assessment and a

test? And how do various categories of assessments and tests fit into the teaching-learning process?

Answers to the analogies quiz: 1. c, 2. d, 3. a, 4. a, 5. B

BRIEF HISTORY OF STANDARDIZED TESTING

We can trace the roots of the standardizing testing back to ancient China where, government jobs were assigned according to the scores of tests, mainly with questions about Confucian philosophy and poetry. This Imperial examination system, formally started during the Sui Dynasty in 605 B.C., consisted of military strategy, civil law, revenue and taxation, agriculture, geography, and the philosophical works of Confucius and his disciples. They designed tests for various levels of assignments within the government. Each degree required a more specific content knowledge. In Ancient Greece, Socrates had used a system where he tested his students through dialogue. There were not necessarily right or wrong answers but creation of more dialogue and a higher knowledge was the purpose. Essay type tests were favored over multiple choice methods. 1838 American educators begin articulating ideas that would soon be translated into the formal assessment of student achievement.1840 to 1875 establishes several maincurrents in the history of American educational testing including formal written testing begins to replace oral examinations administered by teachers and schools at roughly the same time as schools changed their mission from servicing the elite to educating the masses. In 1900 College Entrance Examination Board is established and in 1901, the first examinations were administered around the country in nine subjects. By 1930 multiplechoice tests are firmly entrenched in the schools. Not surprisingly, the rapid spread of multiple choice tests kindled debate about their drawbacks. Critics accused them of encouraging memorization and guessing, of representing "reactionary ideals" of instruction, but to no avail. Efficiency and ''objectivity' won out.With the Industrial Revolution, children were led to a more formalized schooling system where they were forced to study a set curriculum. Increasing number of studentsin schools created a need for a more practical systems and

standardized testing became a standard practice. This system further led to creation of SAT in 1926 as the Scholastic Aptitude Test, and then later ACT in 1956 (American College Testing) asalternatives and competitors.

ASSESSMENT OF LANGUAGE COMPETENCES

Language competence is a broad term which includes linguist ic or grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. The specific learning outcomes under the heading Language Competence deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of learning activities or tasks where the language is used for real purposes, in other words, in practical applications.Grammatical competence was seen to encompass "knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology" (Canale and Swain, 1980, p. 29).

Discourse competence was defined as the ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. Sociolinguistic competence was defined as involving knowledge of the sociocultural rules of language and of discourse. Sociolinguistic component – assesses the use of linguistic forms in language performance. For example when a student bumps into a professor, spilling her coffee on the professor's dress, "Sorry!" would probably constitute an inadequate apology. This category assesses the speakers' control over the actual language forms used to realize the speech function, in this case referred to as a speech act (such as, "sorry," "excuse me," "very sorry," "really sorry"), as well as their control over register or formality of the utterance from most intimate to most formal language.Strategic competence was seen to refer to "the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence

" (Canale and Swain, 1980, p. 30).

Writing Effective Assessment Criteria

Assessment criteria are descriptive statements that provide learners and instructors with information about the qualities, characteristics, and aspects of a given learning task. Assessment criteria make it clear to learners what they are expected to do to demonstrate achievement of the learning outcomes and factors instructors will take into account when making judgments about their performance. Sharing assessment criteria with students at the beginning of the course is an effective way to help students build confidence in their learning and improve their performance. Making assessment criteria explicit helps them recognize what is important and valued in the curriculum, focus their efforts on key learning outcomes and evaluate their own performance through self-assessment and reflection. Assessment criteria are a way to provide formative feedback throughout a course to support ongoing learning, as well as to provide end-ofterm summative evaluation.
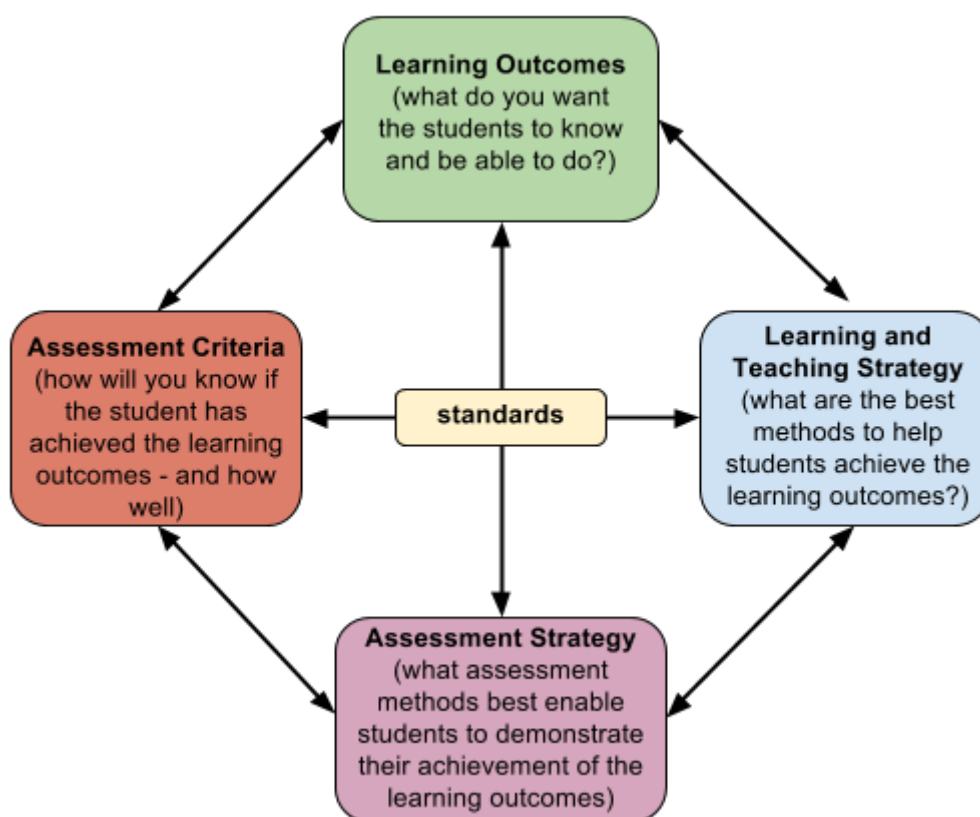
Assessment criteria take the "guess-work" out of grading for instructors and students. Well-defined assessment criteria allow instructors to evaluate learners' work more openly, consistently and objectively. This increases a sense of fairness from the students' perspective and makes it easy for the instructor to explain / justify how marks have been awarded.

EXAMPLES OF ASSESSMENT CRITERIA

✦ create a design brief that incorporates design process and principles

✦ analyze distributions using probability and data analysis techniques

✦ use tools and models to integrate quantitative and qualitative information in problembased analysis using relevant tools and models

✦ adopt a variety of roles on a consulting team task force

✦ justify management's actions in selecting specific recommendations among alternative possibilities

RELATIONSHIP OF ASSESSMENT CRITERIA TO A PROGRAM OF STUDY

Before writing assessment criteria it is important to understand how assessment criteria relate to course design. The following diagram illustrates how assessment criteria both inform and are informed by learning outcomes.

Learning Outcomes
(what do you want the students to know and be able to do?)

Assessment Criteria
(how will you know if the student has achieved the learning outcomes - and how well)

standards

Learning and Teaching Strategy
(what are the best methods to help students achieve the learning outcomes?)

Assessment Strategy
(what assessment methods best enable students to demonstrate their achievement of the learning outcomes)

4. **Aspects of interdependence in English lessons.**

In English lessons, the concept of interdependence can be applied in various aspects to promote holistic language learning. Interdependence refers to the interconnectedness of language skills, knowledge, and communication. Here are some key aspects of interdependence in English lessons:

Language Skills Integration:

Interdependence involves integrating the four language skills: listening, speaking, reading, and writing. Lessons should encourage students to use these skills together, simulating real-life language use.

Contextual Learning:

English lessons should emphasize the interdependence of language and context. This means teaching vocabulary, grammar, and language functions in context, making learning more meaningful and applicable.

Theme-Based Instruction:

Lessons can revolve around themes or topics, where students explore vocabulary, grammar, and skills related to a specific subject. This approach fosters interdependence by linking language to content.

Task-Based Learning:

Task-based activities and projects require students to apply various language skills to complete real-world tasks, emphasizing the interconnectedness of skills and knowledge. Authentic Materials:

Using authentic materials such as news articles, videos, and interviews exposes students to real language use and promotes interdependence by requiring them to comprehend, analyze, and respond to authentic content.

Collaborative Learning:

Group work and collaborative projects encourage students to depend on each other's language skills for successful communication and problem-solving.

Grammar in Context:
Teach grammar rules and structures in the context of authentic sentences and texts, showing how grammar is interdependent with meaningful communication.

Vocabulary Acquisition:

Emphasize vocabulary acquisition by connecting new words to their use in speaking, listening, reading, and writing contexts.

Listening and Speaking Synergy:

Listening activities can serve as a foundation for speaking practice. For example, students listen to a dialogue and then engage in speaking exercises related to the same context.

Reading and Writing Integration:

Reading comprehension activities can lead to writing tasks where students summarize, analyze, or respond to the text.

Cultural Awareness:

Promote interdependence by integrating cultural aspects into English lessons, helping students understand how language and culture are interconnected.

Assessment Alignment:

Ensure that assessments, including tests and assignments, reflect the interdependence of language skills and knowledge taught in the lessons.

Critical Thinking Skills:

Encourage students to analyze and evaluate texts, arguments, and information critically, which involves the interplay of reading, writing, listening, and speaking skills.

Language Learning Strategies:

Teach students effective language learning strategies that rely on the interdependence of skills, such as using context clues to understand unfamiliar words or employing listening skills to improve pronunciation.

Sociocultural Competence:

Foster interdependence by helping students develop sociocultural competence, which involves understanding how language and communication norms vary across cultures.

Lifelong Learning:
Promote the idea that language learning is an ongoing, interdependent process that extends beyond the classroom, encouraging students to continue improving their skills independently.

By emphasizing interdependence in English lessons, educators can help students see the connections between language skills and knowledge, making language learning more engaging, relevant, and effective. This approach prepares students to use English more confidently and competently in various real-world situations.

The interdependence of English teaching with other subjects, often referred to as interdisciplinary or cross-curricular teaching, recognizes the connections and synergies that exist between the teaching of English and various other academic disciplines. This approach emphasizes that language is a tool for learning across subjects and helps students see how English proficiency is crucial for success in a wide range of academic and real-world contexts. Here's how English teaching can be interdependent with other subjects:

Literacy Across the Curriculum:

English teachers can collaborate with educators from other subjects to promote literacy skills specific to their content areas. This includes teaching students how to read and write effectively in science, history, mathematics, and other subjects.

Content-Based Language Learning:

English lessons can be designed around content from other subjects. For example, students can read scientific articles in English class, write essays on historical events, or discuss mathematical concepts using English.

Vocabulary Development:

Teachers in various subjects can collaborate to reinforce and expand students' academic vocabulary. English classes can introduce and practice new vocabulary terms related to subjects students are studying.

Critical Thinking and Analysis:

English lessons can incorporate texts, essays, and articles from other subjects, providing students with opportunities to critically analyze and discuss complex topics in those areas.

Multimodal Communication:

Students can learn how to effectively communicate their ideas using different forms of media and technology, which is valuable in subjects that require multimedia presentations or projects.

Research and Information Literacy:

English classes can teach research skills, including how to locate, evaluate, and cite sources. These skills are transferable to research projects in other subjects.

Cross-Curricular Projects:

Teachers from different subjects can collaborate on projects that require students to apply their English language skills to solve problems or create presentations that involve multiple subject areas.

Global Perspectives:

English classes can explore literature and texts from different cultures and regions, fostering global awareness and intercultural understanding, which is relevant to various subjects and real-world contexts.

Literary Analysis and History:

Analyzing literature from different historical periods can provide insights into the historical and social contexts of those times, complementing history lessons. Science Fiction and Science:

The study of science fiction literature can be integrated with science lessons, discussing scientific concepts presented in the literature and their real-world applications.

Environmental Issues and Social Studies:

English classes can explore literature and texts related to environmental issues, aligning with social studies topics on sustainability and global challenges.

Debates and Current Events:

Debates on current events, social issues, and global affairs in English class can link to social studies or civics lessons, encouraging students to explore real-world topics in depth.

Public Speaking and Communication Skills:

English classes can focus on public speaking and effective communication skills, which are essential for presentations and discussions in various subjects.

Analyzing Primary Sources:

In history classes, students can analyze primary source documents, such as historical letters or speeches, to improve their reading and interpretation skills.

Language and the Arts:

Interdisciplinary projects can combine English and arts subjects, such as drama, to explore literary themes through performance and creative expression.

By fostering interdependence between English teaching and other subjects, educators can provide students with a more holistic and integrated learning experience. This approach helps students see the practical and real-world applications of their language skills while deepening their understanding of other academic disciplines.

Discussion questions:

1.   How can language teachers use information about their student's knowledge and skills of language before, during, and after a lesson to better support their language development?

2.   Can tests become an integral part of a student's ongoing classroom development?

3.   When was the first standardized tests used?

4.   What skills were tested in ancient China?

5.   What was the difference between Chinese and Greece testing methods?

6.   What competences does language competence include?

7.   What does each competence assess in language learners?

IV. AMALIY MASHG'ULOTLAR MATERIALLARI

1-Practical training. Enhancing English Essay Writing Skills and Integrating Listening Skills. (Ingliz tilida insho yozish mahorati va analiz qilish masalalari. Til o'qitishda eshitish ko'nikmasining ahamiyati.)

Lesson Title: Enhancing English Essay Writing Skills and Integrating Listening Skills

Duration: 80 minutes

Target Audience: In-service teachers participating in a teacher training program **Objectives:**

To understand the importance of integrating listening skills into language teaching.

To develop strategies for teaching essay writing skills effectively.

To explore analysis questions that promote critical thinking and analysis in students.

To apply these concepts through hands-on activities.

Materials:

Whiteboard and markers

Projector or screen for multimedia presentation

Handouts with essay writing tips and sample analysis questions Access to a computer or mobile device with an internet connection **Lesson Outline:**

Introduction (15 minutes)

Greet the participants and provide an overview of the lesson's objectives.

Discuss the importance of effective language teaching, emphasizing the role of essay writing and listening skills. Share the agenda for the session.

Part 1: Importance of Listening Skills (20 minutes)

Present a multimedia presentation or video clip that highlights the significance of listening skills in language learning.

Facilitate a discussion on the benefits of integrating listening activities into language lessons.

Encourage participants to share their experiences and insights related to teaching listening skills.

Part 2: Strategies for Teaching Essay Writing Skills (25 minutes)

Provide a comprehensive overview of effective essay writing strategies, including elements like thesis statements, organization, evidence, and analysis. Share practical tips and best practices for teaching essay writing to students.

Distribute handouts with sample essay prompts and discuss how to guide students through the writing process.

Engage participants in a group activity where they brainstorm and share their favorite essay writing teaching strategies.

Part 3: Analysis Questions (10 minutes)

Introduce the concept of analysis questions and their role in promoting critical thinking.

Show examples of analysis questions that can be used in essay assignments.

Discuss how analysis questions can be tailored to different texts and subjects.

Encourage participants to collaborate in pairs or small groups to create analysis questions for a given text or topic.

Part 4: Practical Application (10 minutes) Break participants into small groups.

Provide each group with a short text, such as a news article or a literary excerpt.

Ask them to develop analysis questions for the text, considering the content and context. Each group presents their analysis questions to the class, followed by a brief discussion.

Conclusion and Reflection (10 minutes) Summarize the key points of the lesson.

Invite participants to reflect on how they can incorporate listening skills, essay writing strategies, and analysis questions into their teaching. Encourage questions and open the floor for discussions.

Homework/Post-Lesson Activity: Ask participants to design a lesson plan that incorporates both essay writing skills and listening skills, using the strategies and analysis questions discussed in the session. They can choose a specific text or topic relevant to their teaching context.

Assessment: Assessment for this session can be based on participants' engagement in discussions, their ability to generate effective analysis questions, and their homework assignment, which includes designing a lesson plan that integrates the concepts covered. By the end of this lesson, participants should have a deeper understanding of the importance of listening skills, effective essay writing strategies, and the role of analysis questions in promoting critical thinking. They should also be equipped with practical tools and ideas to enhance their teaching practices in the language classroom.

Handout 1: Sample Essay Prompts

Narrative Essay Prompt:

"Write a personal narrative about a memorable experience that taught you a valuable life lesson. Include details that vividly describe the setting, characters, and your emotions." Argumentative Essay Prompt:

"Argue for or against the use of smartphones in the classroom. Support your argument with evidence and consider both the advantages and disadvantages." Descriptive Essay Prompt:

"Describe a place you find peaceful and calming. Use sensory details to create a vivid picture of the location, explaining why it holds a special meaning for you." Expository Essay Prompt:

"Explain the process of photosynthesis in plants. Provide a step-by-step description of this essential biological process, highlighting its significance." Compare and Contrast Essay Prompt:

"Compare and contrast two major world religions of your choice. Analyze their beliefs, practices, and the impact they have on society." Literary Analysis Essay Prompt:

"Analyze the character development of the protagonist in a novel you've recently read. Explore how the character changes throughout the story and the reasons behind these changes."

Handout 2: Guiding Students Through the Writing Process

Effective essay writing involves a series of steps that guide students from brainstorming ideas to final revisions. Here's how to guide students through the essay writing process:

Step 1: Pre-Writing

Brainstorming: Encourage students to generate ideas related to the essay prompt. They can use techniques like mind mapping, listing, or freewriting to explore their thoughts. Narrowing the Topic: Help students refine their ideas by selecting a specific angle or focus for their essay.

Thesis Statement: Teach students how to create a clear and concise thesis statement that conveys the main argument of their essay.

Step 2: Planning and Organization

Outline: Assist students in creating an outline that organizes their ideas logically. The outline should include an introduction, body paragraphs, and a conclusion.

Topic Sentences: Emphasize the importance of topic sentences in each body paragraph to guide the reader and maintain coherence.

Step 3: Drafting

Introduction: Explain how to compose an engaging introduction that includes a hook, background information, and a thesis statement.

Body Paragraphs: Discuss the structure of body paragraphs, focusing on one main idea per paragraph, supporting evidence, and analysis.

Transitions: Teach students to use transition words and phrases to connect ideas and ensure smooth transitions between paragraphs.

Conclusion: Explain how to craft a concluding paragraph that restates the thesis, summarizes key points, and provides closure.

Step 4: Revision

Peer Review: Encourage students to exchange drafts with peers for constructive feedback. Provide guidelines for peer review.

Teacher Feedback: Offer your feedback on organization, clarity, grammar, and style. Editing and Proofreading: Remind students to edit for grammar, punctuation, and spelling errors.

Step 5: Finalizing the Essay

Citation: If required, guide students on how to properly cite sources using a specific citation style (e.g., MLA, APA).

Formatting: Ensure that students format their essays correctly with appropriate margins, fonts, and spacing.

Title: Discuss how to create a relevant and eye-catching title for the essay.

Step 6: Reflection

After completing the essay, encourage students to reflect on their writing process. What did they learn from the experience, and how can they improve their future writing? By guiding students through these steps and providing support at each stage, you can help them develop effective essay writing skills and produce well-structured, coherent, and engaging essays.

Handout 3: INTERNET RESOURCES TO IMPROVE LISTENING

There are many internet resources available to help you improve your listening skills in English or other languages. Here's a list of popular and effective resources for enhancing your listening comprehension:

YouTube:

YouTube offers a vast selection of videos in various languages and accents. You can find educational channels, TED Talks, language learning channels, and more. Look for channels that focus on language learning, listening practice, or topics of interest.

Podcasts:

Podcasts are an excellent way to practice listening regularly. There are podcasts on a wide range of topics, including language learning. Some popular language-learning podcasts include "Coffee Break Languages" and "Duolingo Podcast." BBC Learning English:

BBC Learning English provides a wealth of free resources, including videos, audio clips, and lessons designed to improve listening and overall language skills. They cover various accents and language levels.

News Websites:

News websites like BBC News, CNN, and NPR offer audio and video clips along with transcripts. Listening to news reports can help you become familiar with current events and improve your listening skills.

a. Language Learning Apps:

Language learning apps like Duolingo, Babbel, and Rosetta Stone often include listening exercises and activities to enhance your listening comprehension. b. TED Talks:

TED Talks feature engaging speakers discussing a wide range of topics. Many talks come with transcripts and subtitles, making it easier to follow along and learn from them.

c.   Lyrics Training:

Lyrics Training is a fun website that lets you practice listening skills by filling in missing lyrics while listening to songs. You can select songs based on your language proficiency level.

d.   VOA Learning English:

The Voice of America (VOA) Learning English website offers news articles and videos with transcripts. It's a great resource for English learners. e. FluentU:

FluentU is a language learning platform that uses real-world videos like music videos, movie trailers, news, and inspiring talks to help you improve your listening skills.

f.   Language Learning YouTube Channels:

Many YouTube channels are dedicated to language learning and offer lessons, interviews, and conversations in the target language. Examples include "Easy

Languages" and "Learn English with EnglishClass101."

g.   TED-Ed:

TED-Ed features educational videos and animations on a wide range of topics. They often include quizzes and discussion questions to test your comprehension.

h.   Podcast Apps:

Podcast apps like Apple Podcasts, Spotify, and Google Podcasts allow you to explore and subscribe to podcasts that align with your language learning goals.

i.   Netflix and Streaming Services:

Streaming platforms like Netflix offer movies and TV shows in multiple languages. You can watch with subtitles or switch to the original audio for listening practice.

j.   Coursera and edX:

These online learning platforms offer courses in various languages, including listening components. You can enroll in language courses or courses related to your interests.

k.   Language Exchange Apps:

Apps like Tandem and HelloTalk connect you with native speakers for language exchange. You can engage in voice conversations and improve your listening skills in real conversations.

l.   BBC Radio:

BBC Radio broadcasts in multiple languages and provides a range of programs, including news, music, and cultural content.

m.   BBC Podcasts:

The BBC offers a wide array of podcasts on different subjects, including language learning, science, history, and more.

Remember that consistent practice is key to improving your listening skills. Choose resources that align with your interests and proficiency level, and make listening practice a regular part of your language learning routine

2-Practical training. Text-based grammar teaching in foreign language lessons. Development of language skills. (Chet tili darslarida gramatikani matn asosida o'qitish. Til konpetenciyalarini rivojlantirish.)

Lesson Title: Text-Based Grammar Teaching in Foreign Language Lessons

Duration: 80 minutes

Target Audience: Foreign language teachers seeking to enhance their grammar teaching techniques.

Objectives:

To understand the benefits of text-based grammar teaching.

To learn strategies for incorporating authentic texts into grammar lessons.

To practice designing grammar activities using authentic materials.

To discuss potential challenges and solutions in text-based grammar teaching.

Materials:

A selection of authentic texts (e.g., news articles, short stories, excerpts from novels)

Whiteboard and markers

Handouts with sample activities

Laptops or mobile devices with internet access (optional) **Lesson Outline:**

Introduction (10 minutes)

Begin with a warm-up activity. Ask participants to share their experiences with teaching grammar in foreign language classes.

Discuss the challenges they face and their expectations from the session.

Introduce the concept of text-based grammar teaching and its benefits.

Part 1: Benefits and Principles (15 minutes)

Explain the advantages of teaching grammar through authentic texts, such as contextrich examples and increased engagement.

Share principles for effective text-based grammar teaching, including relevance, scaffolding, and learner-centered approaches.

Part 2: Exploring Authentic Texts (15 minutes)

Provide participants with a short authentic text, such as a news article in the target language.

In pairs or small groups, have them read the text and identify grammar structures or patterns they observe.

Facilitate a discussion where groups share their findings and insights.

Part 3: Designing Activities (15 minutes)

Present a variety of grammar concepts (e.g., verb tenses, sentence structure, modals) and ask participants to choose one.

In pairs or individually, instruct them to design a grammar activity using the authentic text they analyzed earlier.

Encourage creativity and ensure that the activity aligns with the chosen grammar concept.

Part 4: Sharing and Feedback (15 minutes)

Have participants share their designed activities with the group.

Encourage feedback and discussion about the effectiveness of the activities in teaching grammar through texts.

Emphasize the importance of flexibility and adaptability in using authentic materials.

Conclusion and Reflection (10 minutes)

Summarize key takeaways from the session.

Ask participants to reflect on how they can incorporate text-based grammar teaching in their own foreign language lessons.

Provide resources for finding authentic texts and additional training opportunities. **Homework/Post-Lesson Activity:** Assign participants to implement one of the textbased grammar activities they designed during the session in their language classes.

They should reflect on the experience, noting both successes and challenges.

Assessment: Assessment for this session can be based on participants' engagement in discussions, the quality of their designed activities, and their reflections on implementing these activities in their teaching practice.

By the end of this lesson, participants should have a deeper understanding of text-based grammar teaching and be equipped with strategies and activities to integrate authentic texts into their foreign language lessons effectively.

Handout 1: Principles for Effective Text-Based Grammar Teaching

1.   Relevance:

Principle: Connect Grammar to Real-Life Usage

Grammar instruction should be grounded in real-life contexts to demonstrate its practicality and relevance to learners.

Authentic texts, such as news articles, literature, or dialogues, provide opportunities to show how grammar is used naturally in communication.

Encourage students to see grammar as a tool that enhances their ability to express themselves effectively.

2.   Scaffolding:

Principle: Gradual Skill Development

Scaffold grammar instruction by starting with simpler concepts and progressively introducing more complex structures.

Begin with familiar vocabulary and structures that students can easily grasp before moving to more challenging grammar points.

Provide clear explanations, examples, and guided practice to support learners at different proficiency levels.

3.   Learner-Centered Approach:

Principle: Tailor Instruction to Individual Needs

Recognize that learners have diverse language backgrounds, goals, and learning styles. Differentiate instruction by offering choices and adapt activities to suit the needs and interests of students.

Encourage self-assessment and reflection, allowing students to take ownership of their learning journey. 4. Contextual Learning:

Principle: Foster Contextual Understanding

Grammar should be learned in the context of meaningful texts and communication, rather than in isolation.

Encourage students to analyze how grammar structures contribute to the overall meaning and effectiveness of a text.

Use authentic materials that reflect the cultural and situational aspects of the language.

5. Integration:

Principle: Fuse Grammar with Other Language Skills

Integrate grammar instruction seamlessly with other language skills, such as reading, writing, listening, and speaking.

Create activities that require students to apply grammar knowledge in various language domains.

Showcase how correct grammar enhances comprehension, expression, and communication.

6. Communicative Competence:

Principle: Focus on Effective Communication

Emphasize the importance of grammar as a means to enhance communication rather than an end in itself.

Encourage learners to use grammar structures to express their ideas, engage in discussions, and convey messages accurately.

Provide opportunities for authentic language use and interaction.

7. Error Analysis and Correction:

Principle: Embrace Errors as Learning Opportunities

Promote a supportive classroom environment where errors are viewed as a natural part of the learning process.

Encourage students to self-correct and analyze their errors to understand underlying grammar rules.

Provide constructive feedback that helps students identify and rectify common mistakes.

8.   Practical Application:

Principle: Bridge Grammar with Real Writing and Speaking Tasks

Ensure that grammar instruction leads to practical application in writing essays, creating dialogues, or delivering speeches.

Assign tasks that require the integration of grammar skills in authentic language production.

Showcase how grammar enhances the clarity, coherence, and impact of written and spoken language. 9. Cultural Awareness:

Principle: Explore Grammar in Cultural Contexts

Use texts and examples that highlight cultural nuances and variations in language use.

Discuss how grammar may differ in various regions or cultural settings. Encourage students to be culturally sensitive and adaptable in their language interactions.

10. Continuous Assessment:

Principle: Assess Progress Over Time

Implement ongoing formative assessments to monitor students' understanding and application of grammar concepts.

Use a variety of assessment tools, including quizzes, written assignments, oral presentations, and peer evaluations.

Provide feedback that guides learners toward improvement and mastery of grammar skills.

These principles serve as a foundation for effective text-based grammar teaching, emphasizing the importance of relevance, scaffolding, and learner-centered approaches. Integrating these principles into your teaching practices can enhance students' grammar proficiency and their overall language competence.

Handout 2:

Sample News Article:

Title: "Environmental Concerns Rise as Urbanization Expands"

Introduction: The rapid pace of urbanization is transforming our world. Cities are growing, and with this growth come both opportunities and challenges. In this news article, we will explore the environmental concerns that accompany urban expansion and how they affect our daily lives.

Text:

As cities continue to expand, concerns about environmental sustainability are at the forefront. The increasing demand for housing, transportation, and infrastructure development has led to various environmental challenges.

One significant issue is air pollution. With the rise in the number of vehicles on the road, urban areas often experience high levels of smog and pollutants. Poor air quality can have detrimental effects on public health, leading to respiratory problems and other health issues.

Another pressing concern is deforestation. Urban development often leads to the clearance of forests and green spaces, which not only disrupts local ecosystems but also contributes to climate change. The loss of trees and green areas reduces carbon sequestration and increases greenhouse gas emissions.

Water pollution is also a growing problem in urban areas. Industrial and residential runoff, along with inadequate wastewater treatment, can contaminate rivers and lakes.

This pollution affects aquatic life and can make water unsafe for consumption. Noise pollution is a less-discussed but equally significant issue. Urban environments are often characterized by constant noise from traffic, construction,

and various human activities. Noise pollution can lead to stress, sleep disturbances, and reduced quality of life for urban dwellers.

Discussion Questions:

What are some common environmental concerns associated with urbanization in your region?

How do these concerns impact the daily lives of people living in urban areas? Can you identify any government or community initiatives aimed at addressing these environmental issues?

How might these issues be mitigated or prevented in the future?

Activity: In pairs or small groups, participants will discuss the provided news article, answering the discussion questions and sharing their insights on the environmental challenges associated with urbanization. Encourage them to use the target language to express their thoughts and ideas effectively.

This sample news article and discussion questions are meant to serve as an example. In your actual lesson plan, provide participants with a news article in the target language that is relevant to their interests and the objectives of the lesson. This will allow them to engage with authentic text while exploring grammar concepts.

Session 2. Principles of Communicative Competence Learning Outcomes:

By the end of this section, you will be able to...

A)   understand the Common European Framework of Reference (CEFR) and how linguistic, sociolinguistic, pragmatic, and strategic competences are categorized within it; and,

B)   compare traditional (Grammar Translation Method – GTM) and communicative language teaching (CLT) approaches to understanding language.

Materials: Handout 1

NB: Handout 1 (Uzbek Vignette) can be given at the beginning of the class (30 minutes).

Procedure

• Ask the teachers to answer the questions that are given in the Uzbek Vignette.

1) What do you think about the examples given in the vignette?

2) Can you provide additional language examples that shows how nonlinguistic factors favour meaning construction in human communication?

1. Activity

Table 1. Comparative Table of GTM and CLT

Rule is prioritized over practice. GTM Practice is prioritized over rules. Rules believes that knowing the linguistic still play a role, *but they are not* rules can secure the successfulness of *determining the meaning of utterances*. communication. Students out of practice/in different real-life situations should derive rules. Thus, we have grammar in context, syntax in context, semantics in context, etc.

Teacher is the main source of Teacher is not imposing his or her will knowledge generation. Students are on students. There is no right or wrong expected to be taught, and not to be knowledge. Students *are exposed to* guided. *real-life situations*, within which they generate their own knowledge on how to communicate appropriately in a situation.

Teaching is based on learning and Teaching is based on developing memorizing rules, facts, and meanings students' thinking abilities, through from texts. which they themselves get to know

about rules, facts, and meanings.

2. Homework

Time: 20 min

HOMEWORK TASK ONE

Please choose one English language class (e.g., speaking class or vocabulary class), which you have already taught, and which you will use for your homework

tasks in this book. This class could be one you feel has been very successful, mediocre, or not successful. When you choose an English language class, please write a short description about it (e.g., who are the students, language levels, content area, etc.) and explain the challenges you have in making his class communicative.

Then, please choose one lesson from your English language class you described above. Please give a brief overview (1 paragraph) of the lesson. You will use this lesson throughout the book and you will have different versions of the same plan with different foci.

Principles of communicative Competence

Activity A.

Brainstorm the notion of "CEFR"

Framework

orassessmen
t
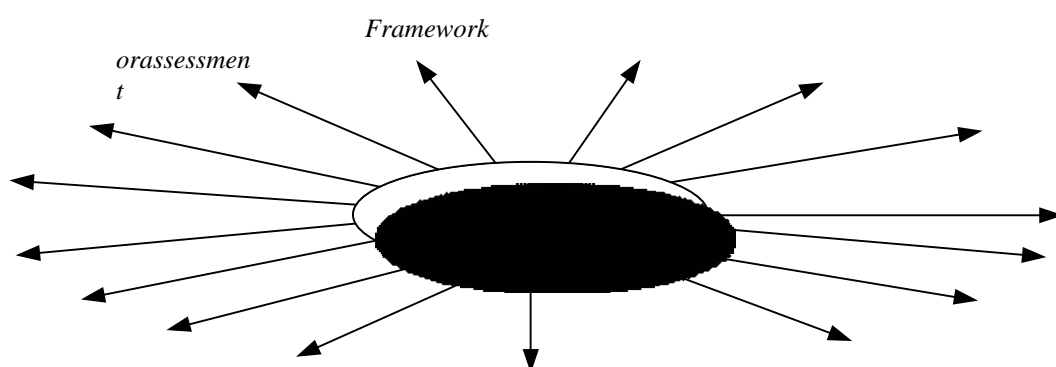
Actvity B.

Form 2 groups. Discuss the following definitions given to the notion of "GTM and

CLT" and reveal their peculiarities. Each group shares its ideas with other groups

Table 1. Comparative Table of GTM and CLT

Rule is prioritized over practice. GTM believes that knowing the linguistic rules can secure the successfulness of communication.

Practice is prioritized over rules. Rules still play a role, *but they are not determining the meaning of utterances*. Students out of practice/in different real-life situations should derive rules. Thus, we have grammar in context, syntax in context, semantics in context, etc.

Teacher is the main source of Teacher is not imposing his or her will knowledge generation. Students are on students. There is no right or wrong expected to be taught, and not to be knowledge. Students *are exposed to* guided. *real-life situations*, within which they generate their own knowledge on how to communicate appropriately in a situation.

Teaching is based on learning and Teaching is based on developing memorizing rules, facts, and meanings students' thinking abilities, through from texts. which they themselves get to know

about rules, facts, and meanings.

Activity C.

Discuss the given questions according to the text "Uzbek vignette". Give specific reasons for your reply.

1.   What do you think about the examples given in the vignette?

2.   Can you provide additional language examples that shows how non-linguistic factors favour meaning construction in human communication?

Activity D. *Complete the sentences by filling in the blanks with the appropriate words*

Possession, society, communicating, rules and norms, delivering, unknown assessment, cultures, competences

listed below

1. CEFR (Common European Framework of Reference) is an international framework within which the language ability of learner is explained and assessed identically (assessment). However, CEFR is not limited to _____. It is also about teaching and learning. Within CEFR, teaching and learning are based on CLT within which four _____ are taught during the class.

2. Communicative competence – an ability and knowledge of a language user about how, what and where to speak appropriately from the view point of culture, traditions, shared _____. An ability of understanding social meaning and being understood within a social context. It consists of four aspects: linguistic, sociolinguistic, pragmatic/discourse, and strategic competence.

3. Sociolinguistic competence – being aware of how culture(s), shared social rules and norms affect the way we describe things, objects, and processes within a _____. Sociolinguistic competence targets at developing students' ability to understand how different _____choice different grammar, syntax, semantic, stylistics in describing the same objects, subjects, and processes. It also tries to understand how something is spoken appropriately in a social context.

4. Strategic competence – while lacking knowledge in linguistic, sociolinguistic, and pragmatic competences, strategic competence is being able to overcome such a shortage of knowledge by _____ a message from one language into another one with the help of means other than those in linguistic, sociolinguistic, and pragmatic competencies. While _____ with different people in a foreign language we are not always aware of certain words. To be able to deliver the meaning of these _____ words without using these words themselves implies the _____ of strategic competence.

3-Practical training. The importance of observation in language learning and lesson planning. (Til o'rgatish jarayonida kuzatishning ahamiyati va dars ishlanma tuzish.)

Lesson Title: The Power of Observation in Language Teaching

Duration: 80 minutes

Target Audience: Language teachers and educators **Objectives:**

To understand the significance of observation in language teaching and learning.

To explore different aspects of observation in the classroom.

To learn how observation can inform effective lesson planning.

To practice observation techniques and reflective thinking.

Materials:

Whiteboard and markers

Handouts with observation guidelines

Video clips of classroom teaching (optional)

Laptop or projector for multimedia presentation (optional) Lesson Outline:

Introduction (15 minutes)

Begin with a brief icebreaker: Ask participants to share a memorable teaching or learning experience where observation played a significant role.

Introduce the lesson objectives and explain that the session will focus on the value of observation in language teaching.

Part 1: Understanding Observation (15 minutes)

Present key concepts related to observation in language teaching, such as:

Formative and summative observation

Peer observation and self-observation

The role of feedback in observation

Discuss the purposes and benefits of each type of observation.

Part 2: Observation Techniques (25 minutes)

Share various observation techniques, including:
Anecdotal note-taking

Video recording and analysis

Classroom walkthroughs

Focused observation on specific aspects (e.g., student engagement, teacher-student interactions)

Highlight the advantages and limitations of each technique.

Part 3: Observation in Lesson Planning (15 minutes)

Explain how classroom observation can inform lesson planning and curriculum development.

Discuss how insights gained through observation can lead to adjustments in teaching strategies, content, and assessments.

Provide examples of how lesson plans can be enhanced based on observational feedback.

Part 4: Practical Observation Activity (15 minutes) Organize participants into small groups.

Distribute handouts with guidelines for observing a short video clip of a language lesson (or use live classroom observation if available).

Instruct groups to focus on specific aspects, such as student engagement, teacherstudent interactions, or language usage.

After the observation, each group will share their observations and insights with the class.

Conclusion and Reflective Activity (5 minutes) Summarize key takeaways from the session.

Encourage participants to reflect on how they can integrate observation into their teaching practice.

Ask them to jot down one action they plan to take based on what they've learned today. **Homework/Post-Lesson Activity:** Assign participants to conduct a brief selfobservation during one of their upcoming language lessons. They should take notes on their teaching techniques, student responses, and any areas they would like to improve.

Afterward, they can reflect on the experience.

Assessment: Assessment for this session can be based on participants' engagement in discussions, their ability to apply observation techniques, and their reflections on how observation can enhance their teaching practices.

By the end of this lesson, participants should have a deeper appreciation for the role of observation in language teaching and a better understanding of how it can inform lesson planning and professional development.

Handout 1

1.   Formative Observation:

Purpose: Formative observation is conducted during the teaching process to provide ongoing feedback and support for teacher growth and improvement.

Benefits:

Supports professional development by identifying areas for improvement.

Allows for timely adjustments in teaching methods and strategies.

Fosters a culture of continuous improvement in the classroom.

Enhances teacher-student interactions and classroom dynamics.

2.   Summative Observation:

Purpose: Summative observation is typically conducted at the end of a teaching period to evaluate overall performance and make final judgments about a teacher's effectiveness.

Benefits:

Provides a comprehensive assessment of a teacher's performance.

Can be used for decisions related to promotion, certification, or employment.

Offers a summative view of the teacher's ability to meet specific teaching standards or criteria.

Can inform curriculum and policy decisions at the institutional level.

3.   Peer Observation:

Purpose: Peer observation involves teachers observing their colleagues in the classroom. Its primary purpose is professional development and mutual learning.

Benefits:
Promotes a culture of collaboration and shared expertise among teachers.

Offers fresh perspectives and new teaching ideas.

Fosters a supportive and reflective teaching community.

Helps build trust and collegial relationships among staff.

4.   Self-Observation:

Purpose: Self-observation, also known as self-reflection, involves teachers assessing their own teaching practices and reflecting on their experiences.

Benefits:

Encourages self-awareness and metacognition about one's teaching.

Allows for personal growth and continuous improvement.

Provides an opportunity for teachers to set their own goals and priorities.

Empowers teachers to take ownership of their professional development.

5.   The Role of Feedback in Observation:

Purpose: Feedback is a central element in all types of observation. It serves to provide constructive comments, suggestions, and insights to the teacher being observed.

Benefits:

Helps teachers identify strengths and areas for improvement.

Encourages reflective practice and self-assessment.

Facilitates ongoing dialogue and professional growth.

Supports the development of effective teaching strategies.

In Summary:

Formative observation focuses on ongoing improvement during teaching, while summative observation assesses overall performance.

Peer observation involves colleagues observing each other, self-observation is selfassessment, and both are essential for professional growth.

Feedback plays a crucial role in all forms of observation, promoting reflective practice and enhancing teaching effectiveness.

By understanding these key concepts and their purposes and benefits, language teachers can make informed choices about the types of observation they engage in and how they leverage observation for their professional development and growth.

Handout 2: Observation Techniques in Language Teaching

1.   Anecdotal Note-Taking:

Advantages:

Real-Time Feedback: Provides immediate feedback during the lesson. Rich Data: Allows observers to capture specific instances of teacher-student interactions.

Flexibility: Can focus on various aspects of teaching and learning.

Limitations:

Subjective: Interpretation of notes may vary among observers.

Selective Focus: Observers may not catch all relevant details during a fast-paced lesson.

Limited Context: May lack a holistic view of the entire lesson.

2.   Video Recording and Analysis:

Advantages:

Comprehensive View: Captures the entire lesson for in-depth analysis.

Objective Feedback: Allows for a more objective review of teaching practices.

Review and Reflection: Enables teachers to reflect on their own teaching.

Repeated Viewing: Observers can revisit the recording for further analysis.

Limitations:

Time-Consuming: Reviewing video recordings can be time-intensive.

Privacy Concerns: Requires consent from teachers and students.

Technical Challenges: May require equipment and technical expertise.

3.   Classroom Walkthroughs:

Advantages:

Snapshot Observations: Provide a quick overview of classroom dynamics.

Regular Monitoring: Can be conducted regularly to track progress.

Non-Disruptive: Minimally disrupts the flow of the lesson.

Limitations:

Surface-Level: Offers only brief insights into teaching and learning.
Limited Detail: May not capture specific interactions or student engagement.

May Not Be Focused: Observers may not have a specific aspect to focus on.

4.   Focused Observation on Specific Aspects:

Advantages:

Targeted Feedback: Allows for in-depth analysis of a particular aspect (e.g., student engagement, teacher-student interactions).

Clear Objectives: Observers have a specific focus area.

Customized Feedback: Tailored feedback on the observed aspect.

Limitations:

Narrow Focus: May miss broader aspects of teaching and learning.

May Not Reflect Overall Performance: Focused observations provide insights into one area, but not the entire lesson.

In Summary:

Each observation technique offers unique advantages and limitations. The choice of technique should align with the specific goals of the observation and the context in which it occurs. Combining multiple techniques may provide a more comprehensive view of teaching practices and support teacher growth and development.

Handout 3:

This handout provides an overview of various observation techniques in language teaching, helping teachers understand the advantages and limitations of each approach. It can serve as a reference for teachers looking to implement observation in their professional development.

Observational feedback plays a crucial role in enhancing lesson plans by providing insights into teaching practices and student engagement. Here are examples of how lesson plans can be enhanced based on observational feedback:

1. Adjusting Instructional Strategies:

Observational Feedback: During a classroom observation, it was noted that some students appeared disengaged during a lecture-style teaching approach.

Enhanced Lesson Plan: The teacher decides to incorporate more interactive activities, group discussions, or hands-on exercises to actively engage students and

promote participation. The lesson plan now includes a variety of teaching methods to cater to diverse learning styles. 2. Targeted Differentiation:

Observational Feedback: The observer noticed that some students struggled with a specific grammar concept while others were already proficient.

Enhanced Lesson Plan: The teacher revises the lesson plan to include differentiated activities, providing additional support and challenges for students at different proficiency levels. This ensures that all students receive instruction that meets their needs.

3. Time Management and Pacing:

Observational Feedback: The observer pointed out that the lesson seemed rushed, with insufficient time for students to grasp the content.

Enhanced Lesson Plan: The teacher revises the lesson plan to allocate more time for essential concepts and activities. They prioritize key learning objectives and eliminate non-essential content to maintain a balanced pace.

4. Clearer Learning Objectives:

Observational Feedback: The observer noted that the learning objectives were unclear and not communicated effectively to students.

Enhanced Lesson Plan: The teacher revises the lesson plan to include clear, specific, and measurable learning objectives at the beginning of the lesson. This helps students understand what they are expected to achieve.

5. Inclusive Strategies:

Observational Feedback: The observer noticed that certain students, particularly English language learners, were not actively participating in class discussions. Enhanced Lesson Plan: The teacher incorporates strategies to promote inclusivity, such as providing opportunities for peer collaboration, offering bilingual support materials, or using visual aids to aid comprehension.

6. Formative Assessment Integration:
Observational Feedback: The observer suggested that the teacher could use more formative assessment techniques to gauge student understanding throughout the lesson.

Enhanced Lesson Plan: The teacher adds formative assessment checkpoints in the lesson plan, such as quick quizzes, polls, or peer discussions, to regularly assess and adjust instruction based on student responses.

7.   Visual and Organizational Enhancements:

Observational Feedback: Observers noted that the visual aids and organization of materials in the classroom were cluttered and confusing.

Enhanced Lesson Plan: The teacher revises the lesson plan to incorporate clear visual aids, such as diagrams, charts, or multimedia presentations, in a structured and organized manner to enhance clarity and comprehension.

8.   Integration of Real-Life Context:

Observational Feedback: Observers pointed out that the lesson lacked real-world context, making it less engaging for students.

Enhanced Lesson Plan: The teacher incorporates real-life scenarios, examples, or case studies relevant to students' lives to make the lesson more relatable and practical.

9.   Enhanced Assessment Strategies:

Observational Feedback: Observers suggested that the assessment methods used in the lesson were limited to written tests.

Enhanced Lesson Plan: The teacher includes a variety of assessment strategies in the lesson plan, such as oral presentations, group projects, or reflective journals, to cater to different learning preferences and skills.

10.   Reflection and Adaptation:

Observational Feedback: Observers noted that the teacher regularly reflects on the effectiveness of the lesson and adapts it based on student needs and feedback. Enhanced Lesson Plan: The teacher incorporates a section in the lesson plan for postlesson reflection, where they document what worked well and areas for improvement.

This reflection informs future lesson planning and adjustments.

These examples demonstrate how observational feedback can lead to meaningful enhancements in lesson plans, resulting in more effective and engaging teaching practices that better meet the needs of students.

Handout 4: Observing a Language Lesson Video Clip

Objective: In this activity, you will watch a short video clip of a language lesson and use these guidelines to observe and analyze various aspects of the lesson.

Instructions:

Prepare: Get ready to watch the video clip. Have a pen and paper or a digital device for note-taking.

Focus on the Basics:

Identify the language being taught.

Note the grade level or proficiency level of the students.

Determine the lesson's objectives if provided.

Classroom Environment:

Observe the physical classroom setup and seating arrangement.

Take note of any instructional materials, visual aids, or technology used.

Teacher Behavior:

Pay attention to the teacher's demeanor, enthusiasm, and engagement with students.

Notice the teacher's use of body language, gestures, and eye contact.

Observe how the teacher manages classroom behavior and student participation.

Student Engagement:

Assess the level of student engagement. Are students actively participating?

Note any signs of student collaboration, communication, or interaction.

Instructional Strategies:

Identify the teaching methods and strategies used by the teacher (e.g., lecture, group work, discussion, role-play).

Observe how the teacher introduces and explains new language concepts.

Use of Materials:

Pay attention to the use of textbooks, worksheets, or multimedia resources.

Note if authentic materials (e.g., real-life texts or videos) are integrated into the lesson.

Language Usage:

Analyze the language used by both the teacher and students.

Look for examples of vocabulary, grammar, and pronunciation.

Assessment and Feedback:

Identify any formative assessments or checks for understanding during the lesson.

Notice how the teacher provides feedback to students.

Time Management:

Observe how the teacher manages time throughout the lesson.

Note if the lesson follows a structured timeline or if adjustments are made.

Overall Impression:

Summarize your overall impression of the lesson. What aspects were effective, and what areas might need improvement?

Reflection:

After watching the video, take a moment to reflect on your own teaching practices. What strategies or techniques from the observed lesson could you incorporate into your own teaching? What did you learn from this observation?

Discussion:

In small groups or as a whole class, share your observations and insights from the video clip.

Discuss the effectiveness of the teaching strategies employed and the level of student engagement.

Explore how the observed lesson aligns with best practices in language teaching. ***Remember that this observational activity is an opportunity to learn from each other and gain insights into effective language teaching practices. Enjoy the observation and discussion!***

4-Practical training. Types of assessment and evaluation in English classes. Aspects of interdependence in English lessons. (Til oʻrgatish jarayonida kuzatishning ahamiyati va dars ishlanmasini tuzish.**)**

Lesson Title: Exploring Assessment and Interdependence in English Classes

Duration: 80 minutes

Target Audience: English teachers and educators Objectives:

To understand various types of assessment and evaluation methods in English classes. To explore how different assessment types can be interdependent and used synergistically.

To practice designing assessment strategies that promote holistic language learning.

Materials:

Whiteboard and markers

Handouts with sample assessment types

Sample English lesson materials

Laptops or devices with internet access (optional) **Lesson Outline:**

Introduction (15 minutes)

Begin with a brief discussion: Ask participants to share their experiences with assessments and evaluations in English classes.

Introduce the objectives of the lesson, emphasizing the importance of varied assessments and interdependence.

Part 1: Types of Assessment (20 minutes)

Present different types of assessment and evaluation methods commonly used in English classes, including:

Formative assessment

Summative assessment

Diagnostic assessment

Portfolio assessment

Peer assessment

Self-assessment

Discuss the purposes and benefits of each type.
Part 2: Interdependence in Assessment (20 minutes)

Explain how different assessment types can complement and inform each other. Share examples of how formative assessment can lead to more effective summative assessment.

Highlight the role of diagnostic assessment in identifying learning gaps that can be addressed through targeted instruction.

Emphasize the importance of self-assessment and peer assessment for student reflection and growth.

Part 3: Designing Holistic Assessments (20 minutes) Provide a sample English lesson plan or materials.

Instruct participants to work in pairs or small groups to design a holistic assessment strategy for the lesson.

Encourage them to consider how formative, summative, and other assessment types can be interwoven to assess various language skills and knowledge.

Each group presents its assessment strategy to the class.

Discussion and Reflection (5 minutes)

Facilitate a brief discussion on the assessment strategies presented.

Encourage participants to reflect on how they can apply interdependence in assessment in their own teaching practices.

Share resources or tools that can support effective assessment and evaluation in English classes.

Homework/Post-Lesson Activity: Assign participants to implement the holistic assessment strategies they designed during the session in their English classes. Afterward, they should reflect on the experience and its impact on student learning. **Assessment**: Assessment for this session can be based on participants' engagement in discussions, the quality of their assessment strategy presentations, and their reflections on applying interdependence in assessment.

By the end of this lesson, participants should have a deeper understanding of various assessment types in English classes and how they can be interdependent to support comprehensive language learning.

Handout 1: Types of Assessment and Evaluation Methods in English Classes Introduction: In English classes, assessment and evaluation are crucial components of the teaching and learning process. Different types of assessments serve various purposes and provide valuable insights into students' language proficiency and progress.

1.   Formative Assessment:

Purpose: Ongoing assessment during instruction to monitor student learning and provide feedback for improvement.

Methods:

In-class quizzes

Homework assignments

Class discussions

Peer review

Exit tickets

2.   Summative Assessment:

Purpose: Assessing students' overall achievement at the end of a specific period, such as a unit or course.

Methods:

Final exams

End-of-term projects

Standardized tests (e.g., TOEFL, IELTS)

Research papers

3.   Diagnostic Assessment:

Purpose: Identifying students' strengths and weaknesses at the beginning of a course to inform instruction.

Methods:

Pre-course language assessments

Language proficiency tests

Diagnostic quizzes

4.   Portfolio Assessment:

Purpose: Evaluating students' language skills and progress through a collection of their work over time.

Methods:

Student portfolios showcasing written essays, speaking recordings, and other assignments Reflective journals

Multimedia presentations

5.   Peer Assessment:

Purpose: Involving students in evaluating the work of their peers, promoting collaborative learning and self-assessment.

Methods:

Peer feedback on presentations

Peer editing of essays

Group project evaluations

6.   Self-Assessment:

Purpose: Encouraging students to assess their own language skills and set goals for improvement.

Methods:

Self-assessment questionnaires

Language learning diaries

Self-reflection essays

7.   Observational Assessment:

Purpose: Assessing students' language proficiency based on their performance in authentic, real-life contexts.

Methods:

Classroom observations

Role-play assessments Simulated conversations

8.   Rubrics and Checklists:

Purpose: Providing clear criteria for assessment to ensure consistency and transparency.

Methods:

Rubrics for essay grading

Checklists for speaking assessments

Scoring guides for presentations

9. Authentic Assessment:

Purpose: Evaluating language skills in real-life scenarios to assess practical application.

Methods:

Real-world tasks (e.g., writing emails, making phone calls)

Simulated job interviews

Creating advertisements or brochures

10. Performance-Based Assessment:

Purpose: Assessing language proficiency through actual performance or application of language skills.

Methods:

Drama or skits

Debates

Storytelling performances

Poetry readings

11. Online and Technology-Based Assessment:

Purpose: Utilizing digital tools and platforms for assessment and evaluation.

Methods:

Online quizzes and tests

Language learning apps with built-in assessments

Digital speaking and writing exercises

Conclusion: Effective assessment and evaluation in English classes involve using a combination of these methods to provide a comprehensive view of students'

language skills. The choice of assessment method should align with the specific learning objectives and the desired outcomes of the language course.

This handout provides an overview of various assessment and evaluation methods in English classes, helping teachers understand the range of options available to assess and monitor their students' language proficiency and progress.

Handout 2

Formative assessment and summative assessment are two complementary components of the assessment process in education. Here are examples of how formative assessment can lead to more effective summative assessment:

1. Identifying Learning Gaps:

Formative Assessment: During a unit on English grammar, the teacher conducts daily quizzes to assess students' understanding of specific grammar rules and concepts. Result: The teacher notices that several students consistently struggle with subjectverb agreement.

Effect on Summative Assessment: Armed with this formative assessment data, the teacher decides to emphasize subject-verb agreement in subsequent lessons and provide additional practice. When it comes to the final grammar exam (summative assessment), students perform better in this area due to targeted instruction and practice.

2. Adjusting Instruction:

Formative Assessment: After a series of speaking activities, the teacher observes that some students lack confidence in using conversational English.

Result: The teacher incorporates more speaking opportunities, such as group discussions and role-plays, into the remaining lessons based on the formative assessment data.

Effect on Summative Assessment: When students take the final speaking assessment (summative assessment), they demonstrate improved confidence and fluency in conversation, leading to better overall performance.

3. Tailoring Content:

Formative Assessment: While teaching a literature unit, the teacher assigns reading reflections and discussions after each reading assignment.

Result: Through these formative assessments, the teacher gauges students' interests and identifies specific literary elements they find most engaging, such as character development or symbolism.

Effect on Summative Assessment: The teacher designs the final literature exam (summative assessment) to focus more on the aspects that students found most interesting and explored deeply during formative assessments. This leads to higher engagement and performance in the summative assessment.

4.   Scaffolding Learning:

Formative Assessment: Throughout a writing unit, the teacher regularly reviews drafts of students' essays and provides feedback.

Result: The teacher notices that some students struggle with organizing their ideas effectively.

Effect on Summative Assessment: In preparation for the final essay assignment (summative assessment), the teacher dedicates a lesson to teaching essay organization strategies based on formative assessment insights. As a result, students' final essays show improved structure and coherence.

5.   Encouraging Reflection:

Formative Assessment: During a language learning course, students complete weekly self-assessments where they reflect on their language development, identify challenges, and set goals.

Result: Students consistently highlight difficulties with pronunciation. Effect on Summative Assessment: The teacher incorporates a pronunciation component into the final language proficiency assessment (summative assessment) to encourage students to apply the strategies and improvements they identified during formative self-assessment.

In each of these examples, formative assessment serves as a continuous feedback loop that informs the teacher's instructional decisions, allowing for targeted adjustments in teaching methods, content, and emphasis. As a result,

students are better prepared for summative assessments, and these final assessments become more effective measures of their overall learning and growth.

Handout 3: Designing Holistic Assessments
This handout serves as a guide for teachers on designing holistic assessments that support a well-rounded approach to language learning and assessment.

Objective: To guide you in creating assessments that encompass multiple aspects of learning and provide a comprehensive view of student performance in English classes. Introduction: Holistic assessments are designed to evaluate students' understanding and skills across various dimensions, going beyond traditional testing. They provide a more complete picture of student achievement and support well-rounded language learning. Here are steps to help you design holistic assessments:

1. Determine Learning Objectives:

Clarify the specific learning objectives you want to assess.

Consider language skills (listening, speaking, reading, writing) and other competencies (critical thinking, creativity, collaboration).

2. Select Assessment Methods:

Choose assessment methods that align with your objectives:

Essays or written reflections

Oral presentations or debates

Project-based assessments

Portfolios

Collaborative group work

3. Consider Authentic Contexts:

Create assessments that mimic real-life situations where language skills are applied:

Engage students in tasks that require problem-solving or decision-making.

Use authentic materials like news articles, videos, or interviews.

4. Rubrics and Criteria:

Develop clear rubrics or assessment criteria for each aspect you want to evaluate (e.g., content, language use, presentation skills).

Ensure that criteria are specific, measurable, and aligned with your objectives.

5.   Balance Formative and Summative Elements:

Combine formative assessments (ongoing, for learning) with summative assessments (final, of learning) to track progress and evaluate the final outcome.

6.   Promote Self-Assessment:

Encourage students to reflect on their own performance against established criteria.

Provide self-assessment tools or prompts.

7.   Peer Assessment:

Incorporate peer assessment components to foster collaboration and communication skills.

Use clear guidelines and training to ensure fairness.

8.   Authentic Audience:

Consider having students present or share their work with an authentic audience (e.g., classmates, experts, community members) to enhance motivation and relevance.

9.   Timely Feedback:

Ensure that feedback is provided throughout the assessment process to support improvement.

Use feedback as a learning opportunity.

10.   Reflection and Goal Setting:

After completing the assessment, have students reflect on their performance and set goals for future improvement.

11.   Adaptability:

Be flexible in adapting your assessment methods based on student needs and learning progress.

12.   Review and Revise:

Periodically review your holistic assessments for effectiveness and relevance to your learning objectives.

Conclusion: Holistic assessments provide a more complete understanding of student learning by evaluating various skills and competencies in authentic contexts. When designed thoughtfully, they empower students to apply their knowledge and skills effectively, promoting comprehensive language development

Handout 4: Effective assessment and evaluation in English classes can be facilitated by various resources and tools.

1.   Rubric Makers: Online rubric generators like RubiStar and Rubric-Builder.com help teachers create customized rubrics for assessing various aspects of student work, from writing to speaking and presentation skills.

2.   Learning Management Systems (LMS): LMS platforms such as Moodle, Canvas, and Google Classroom offer features for creating, distributing, and grading assessments digitally. They also provide tools for tracking student progress and managing assignments.

3.   Online Quiz and Test Builders: Tools like Quizlet, Kahoot!, and QuizMaker allow teachers to create interactive quizzes and tests, making assessment engaging and informative.

4.   Portfolio Platforms: Websites like Seesaw and Google Sites enable students to compile digital portfolios showcasing their work, including essays, projects, and multimedia presentations.

5.   Peer Assessment Tools: Applications like Peergrade and PeerMark facilitate peer assessment and feedback, encouraging students to evaluate each other's work constructively.

6.   Speech Analysis Software: Tools like Praat and Audacity assist in assessing pronunciation and fluency in spoken English by analyzing audio recordings.

7.	Writing Analysis Software: Grammarly and Turnitin are useful for assessing writing assignments, checking for grammar and plagiarism, and providing feedback on writing style.

8.	Video Conferencing Tools: Platforms like Zoom and Microsoft Teams allow for oral assessments, interviews, and virtual presentations, enabling students to demonstrate language proficiency in real-time.

9.	E-Portfolios: Software like Mahara or WordPress can be used to create electronic portfolios where students showcase their language learning journey, reflecting on their progress and achievements.

10.	Language Learning Apps: Apps such as Duolingo, Rosetta Stone, and Babbel can complement in-class assessments by providing practice exercises, quizzes, and language skill tracking.

11.	Assessment Resources Online: Websites like Edutopia, ASCD, and TeachThought offer articles, guides, and strategies for effective assessment and evaluation in the classroom.

12.	Assessment Books and Publications: Literature such as "Classroom Assessment Techniques" by Thomas A. Angelo and K. Patricia Cross or "Assessing Student Learning: A Common Sense Guide" by Linda Suskie provides in-depth insights into assessment practices.

13.	Professional Organizations: Organizations like TESOL (Teachers of English to Speakers of Other Languages) offer resources, webinars, and conferences focused on English language assessment.

14.	Teacher Communities: Online communities, forums, and social media groups dedicated to English language teaching (e.g., Reddit's r/ELATeachers or LinkedIn groups) can be valuable sources of assessment ideas and advice.

15.	Teacher Training Workshops: Participating in workshops or professional development sessions on assessment and evaluation can provide teachers with new strategies and insights.

These resources and tools can assist educators in creating meaningful assessments, tracking student progress, and promoting effective learning in

English classes. It's essential to select and adapt resources that align with specific teaching goals and student needs.

5-Practical training. The use of case studies, games and role-playing games in the process of teaching a foreign language. Reading and

writing articles. (Chet tili o'qitish jarayonida muammoli vaziyatlar,

o'yin va rolli o'yinlardan foydalanish. Maqolalar o'qish va yozish masalasi.)

Lesson Title: Enhancing Language Teaching with Interactive Methods

Duration: 80 minutes

Target Audience: Language teachers and educators **Objectives:**

To understand the benefits of using case studies, games, and role-playing games in teaching a foreign language.

To explore practical strategies for incorporating these methods into language lessons.

To develop sample activities that integrate case studies, games, and role-playing games.

Materials:

Whiteboard and markers

Handouts with sample activities

Laptop or projector for multimedia presentation (optional) **Lesson Outline:**

Introduction (5 minutes)

Begin with a brief discussion: Ask participants about their experiences with using interactive methods in language teaching.

Introduce the objectives of the lesson, emphasizing the value of interactive activities in language education.

Part 1: Benefits and Rationale (15 minutes)

Present an overview of the benefits of using case studies, games, and role-playing games in language teaching, including increased engagement, improved communication skills, and real-life context.

Share research findings or success stories highlighting the effectiveness of these methods.

Part 2: Case Studies (15 minutes)

Explain what case studies are and how they can be adapted for language teaching.

Showcase a sample language-related case study and discuss its learning outcomes. Engage participants in a group discussion on how to design case studies for their specific language classes.

Part 3: Games (15 minutes)

Introduce various language games suitable for different proficiency levels, such as word games, board games, and online games.

Provide examples of language games that reinforce vocabulary, grammar, and communication skills.

Encourage participants to brainstorm and share ideas for incorporating games into their lessons.

Part 4: Role-Playing Games (15 minutes)

Explain the concept of role-playing games (RPGs) and their application in language teaching.

Showcase a scenario where participants can engage in an RPG to practice language skills.

Discuss how RPGs can be adapted for different language learning goals and age groups.

Part 5: Sample Activity Development (10 minutes) Divide participants into small groups.

Provide each group with a language learning objective (e.g., practicing travel-related vocabulary).

Instruct groups to design a language activity that integrates case studies, games, or roleplaying games to achieve the objective. Each group presents their activity to the class.

Conclusion and Reflection (5 minutes)

Summarize key takeaways from the lesson.

Encourage participants to reflect on how they can implement these interactive methods in their upcoming language lessons.

Share additional resources, books, or websites for further exploration.

Homework/Post-Lesson Activity: Assign participants to implement one of the interactive methods discussed (case study, game, or role-playing game) in an upcoming language lesson. Ask them to reflect on the experience and the impact on student engagement and learning.

Assessment: Assessment for this session can be based on participants' engagement in discussions, the quality of the sample activity presentations, and their reflections on implementing interactive methods in their teaching.

By the end of this lesson, participants should have a deeper understanding of how case studies, games, and role-playing games can be effectively integrated into foreign language teaching, enhancing student engagement and language proficiency.

Handout 1: Benefits of Using Case Studies, Games, and Role-Playing Games in Language Teaching

Introduction: Case studies, games, and role-playing games (RPGs) are dynamic and interactive teaching methods that can significantly enhance the language learning experience. These methods offer a range of benefits, making language instruction more engaging, effective, and applicable to real-life situations.

Benefits of Case Studies:

Real-Life Context: Case studies present learners with authentic language scenarios, allowing them to apply language skills to real-world situations. This fosters a deeper understanding of language usage.

Critical Thinking: Analyzing case studies requires learners to think critically, make decisions, and solve problems in the target language, promoting higher-order thinking skills.

Problem-Solving: Learners can develop problem-solving skills as they address challenges presented in case studies, often involving communication and negotiation. In-Depth Exploration: Case studies encourage students to explore language in-depth, as they examine nuances, cultural factors, and context within the cases.

Benefits of Games:

Engagement: Games are inherently enjoyable and can increase learner motivation and engagement, leading to a more positive and productive learning environment.

Repetition and Reinforcement: Games offer opportunities for repetitive language use, reinforcing vocabulary, grammar, and communication skills in an enjoyable way. Competition and Collaboration: Competitive games motivate learners to strive for improvement, while collaborative games foster teamwork and communication among students.

Immediate Feedback: Many language games provide immediate feedback, allowing learners to correct mistakes and learn from them in real-time.

Benefits of Role-Playing Games (RPGs):

Authentic Communication: RPGs simulate real-life interactions, encouraging learners to communicate naturally and spontaneously.

Cultural Awareness: RPGs often involve role-playing in various cultural contexts, promoting cross-cultural understanding and empathy.

Language Production: Learners produce language actively and creatively while assuming different roles, leading to improved fluency and confidence.

Empowerment: RPGs empower students to express themselves, make choices, and experiment with language in a safe and supportive environment.

Conclusion: Integrating case studies, games, and role-playing games into language teaching provides learners with a multifaceted language experience. These

methods not only increase engagement but also enhance communication skills, promote critical thinking, and bridge the gap between language learning and real-life applications. As language educators, harnessing the benefits of these dynamic methods can lead to more effective and enjoyable language instruction.

This handout provides an overview of the advantages of using case studies, games, and role-playing games in language teaching, emphasizing their potential to engage learners, improve communication skills, and connect language learning to real-world contexts.

Handout 2: Research Findings:

Increased Motivation and Engagement:

A study published in the journal "Language Learning & Technology" (2020) found that integrating digital games into language learning increased students' motivation and engagement significantly. Students reported higher levels of enjoyment and enthusiasm for learning.

Improved Communication Skills:

Research conducted by Pica, Young, and Doughty (1987) in the field of Second Language Acquisition (SLA) showed that role-playing activities in language classrooms improved learners' communication skills, particularly in natural conversation contexts.

Enhanced Critical Thinking:

A research study by Nyikos and Oxford (1993) explored the use of case studies in language teaching. It revealed that case-based instruction not only improved language proficiency but also enhanced students' critical thinking abilities as they analyzed and discussed real-world language scenarios.

Real-Life Application:

Research published in the "Modern Language Journal" (2003) by Andrew Cohen highlighted the value of role-playing games in language learning. It emphasized that RPGs provide learners with opportunities to use language

authentically and apply it to real-life situations, resulting in more effective language acquisition.

Success Stories:

Game-Based Learning Success:

The success story of a language teacher, Sarah Reed, demonstrated the effectiveness of game-based learning. By incorporating language learning games into her classroom, she saw a remarkable improvement in her students' vocabulary retention and motivation to participate actively in class.

Role-Playing for Cultural Understanding:

In an English as a Second Language (ESL) classroom, a teacher introduced role-playing activities where students assumed different cultural roles. This not only improved language proficiency but also fostered cultural understanding and empathy among learners.

Case Studies for Business English:

A business English instructor integrated case studies into the curriculum. Students analyzed and presented solutions to real business scenarios in English. Graduates from this program reported feeling well-prepared for real-world business communication.

Language Immersion through RPGs:

A language school implemented role-playing games in language immersion programs. Students engaged in immersive RPGs where they had to communicate and collaborate in the target language. This approach resulted in rapid language acquisition and high levels of fluency.

These research findings and success stories illustrate the tangible benefits of incorporating case studies, games, and role-playing games into language teaching. These methods enhance motivation, communication skills, critical thinking, and real-life application of language, ultimately leading to more effective language learning experiences.

Handout 3:

The use of case studies in teaching has a long history, and it is challenging to attribute their first use to a single individual or institution. Case studies have been employed in various fields of education, including law, medicine, business, and education, for many decades.

One of the earliest proponents of case-based teaching and learning is often attributed to the Harvard Business School, where the case method became popular in the early 20th century. In the field of business education, Harvard Professor Christopher Columbus Langdell is often recognized for introducing the case method in the late 19th century. Langdell's approach to legal education involved using actual legal cases to teach students how to analyze and apply legal principles, setting the stage for case-based teaching methods.

In the context of medical education, case-based learning has also been used for a long time. The use of clinical cases to teach medical students is an integral part of medical education and has roots dating back to the 18th and 19th centuries.

In the field of education, case-based teaching and learning have been employed in teacher training programs and educational research for many years. Educators have used case studies to explore educational issues, classroom management, and teaching strategies.

It's important to note that the use of case studies is not limited to a specific individual or institution but has evolved over time as an effective instructional strategy in various disciplines. Case-based teaching continues to be a valuable approach in fostering critical thinking, problem-solving, and real-world application of knowledge across a wide range of educational contexts. Case studies are detailed, real-world accounts or scenarios that present specific situations, problems, or challenges. They are commonly used in various fields, such as business, medicine, law, and education, to analyze complex issues and explore potential solutions. In language teaching, case studies can be adapted to provide engaging and authentic language learning experiences.

Adapting Case Studies for Language Teaching:

Selection of Relevant Cases:

Language instructors should carefully choose cases that align with the language learning objectives and the interests of the learners. Cases can be based on everyday situations, cultural topics, or specific language skills (e.g., negotiation, problem-solving).

Language Immersion:

In a language learning context, case studies immerse students in real-life language situations. Learners read, discuss, and analyze the case using the target language, which enhances their language proficiency.

Vocabulary and Language Acquisition:

Cases introduce students to vocabulary and language structures relevant to the context. Learners encounter specialized terminology, idiomatic expressions, and language used in specific domains, enriching their language repertoire.

Critical Thinking and Problem-Solving:

Case studies encourage students to think critically and solve problems using the target language. They analyze the situation, identify issues, and propose solutions, fostering language-related cognitive skills. Group Discussions and Collaboration:

Case studies often involve group discussions and collaborative activities where students communicate and negotiate in the target language. This promotes communication skills, including speaking, listening, and interaction.

Writing Skills:

Students may be required to write reports, summaries, or recommendations based on their analysis of the case. This reinforces writing skills and the ability to convey information effectively in writing.

Cultural Context:

Some case studies include cultural elements, exposing students to cultural practices, norms, and perspectives. This enhances cultural awareness and intercultural communication skills. Role-Playing and Simulation:

Instructors can incorporate role-playing or simulation exercises related to the case, where students assume roles and engage in dialogues or negotiations, mimicking realworld language use. Assessment and Evaluation:

Language instructors can design assessments based on case studies, requiring students to present their analyses, solutions, or recommendations orally or in writing. This assesses their language proficiency and critical thinking abilities.

Reflection and Discussion:

After analyzing a case, students can engage in reflective discussions about their language learning process. They can discuss language challenges encountered, new vocabulary learned, and strategies employed during the analysis.

Example: Imagine a case study where students are presented with a scenario involving a business negotiation. They read documents, engage in negotiations, and prepare reports—all in the target language. Through this case, they acquire business vocabulary, practice negotiation skills, and engage in authentic language use, preparing them for real-world language demands in a business context.

In summary, case studies in language teaching offer a rich and authentic context for language acquisition. They integrate language skills, cultural elements, and critical thinking, making them a valuable tool for promoting language proficiency and real-life language use.

Handout 4: Language Games for Reinforcing Vocabulary, Grammar, and Communication Skills

1.   Word Bingo:

Description: Create bingo cards with words or phrases related to a specific theme (e.g., food, travel). Call out definitions or describe words, and players mark the corresponding words on their cards.

Skills Reinforced: Vocabulary, listening, and recognition.

2.   Grammar Jeopardy:

Description: Adapt the popular game show format to test grammar knowledge. Categories can include verb tenses, sentence structure, and punctuation.

Skills Reinforced: Grammar, critical thinking, and competition.

3.   Vocabulary Pictionary:

Description: Players draw pictures to represent vocabulary words while others guess the words. This game encourages creativity and word association.

Skills Reinforced: Vocabulary, creativity, and communication.

4.   Sentence Scramble:

Description: Provide a sentence or phrase that has been scrambled. Players rearrange the words to form a coherent sentence.

Skills Reinforced: Grammar, sentence structure, and problem-solving.

5.   20 Questions:

Description: One player thinks of a word, and others take turns asking yes/no questions to guess the word. This game promotes deductive reasoning and vocabulary use.

Skills Reinforced: Vocabulary, questioning, and deductive thinking.

6.   Story Cubes:

Description: Use story cubes with images on each side. Players roll the cubes and create sentences or short stories incorporating the images they roll.

Skills Reinforced: Vocabulary, storytelling, and creativity.

7.   Taboo:

Description: Players describe a word to their team without using specific "taboo" words or phrases. This game encourages clear communication and word choice.

Skills Reinforced: Vocabulary, communication, and word association.

8.   Role-Play Dialogues:

Description: Assign roles and scenarios to students, and have them engage in role-play dialogues. This helps students practice real-life language use.

Skills Reinforced: Communication, language fluency, and situational vocabulary.

9.   Scrabble or Word Tiles:

Description: Play word-building games like Scrabble or use word tiles to create words on a game board. Players earn points based on the complexity of the words they form.

Skills Reinforced: Vocabulary, word formation, and spelling.

10.   Language Karaoke: - Description: Sing along to songs in the target language with lyrics displayed. This game improves pronunciation, listening skills, and rhythm. - Skills Reinforced: Pronunciation, listening, and rhythm.

11.   Spelling Bee:

Description: Organize a spelling bee competition where students take turns spelling words aloud. You can provide definitions or use words related to a specific theme.

Skills Reinforced: Vocabulary, spelling, pronunciation, and competition.

12.   Word Association:

Description: Start with a random word, and have students take turns saying a word that is related to the previous one. This game encourages quick thinking and vocabulary recall.

Skills Reinforced: Vocabulary, word association, and thinking on the spot.

13.   Crossword Puzzles:

Description: Provide crossword puzzles with clues in the target language. Students fill in the grid with the correct words.

Skills Reinforced: Vocabulary, spelling, and word recognition.

14.   Language Bingo:

Description: Create bingo cards with language-related cues (e.g., verbs, adjectives, idioms). Players listen to or read sentences, marking the corresponding cue on their cards.

Skills Reinforced: Vocabulary, listening, and reading comprehension.

15.   Storytelling Relay:

Description: Divide students into teams. One member from each team starts a story, and the next team member continues it. This game promotes storytelling, creativity, and communication.

Skills Reinforced: Communication, storytelling, and listening.

16.   20-Second Topics:

Description: Set a timer for 20 seconds, and have students speak or write as much as they can about a given topic within that time. This game improves fluency and communication skills.

Skills Reinforced: Communication, speaking fluency, and time management.

17.   Tongue Twisters:

Description: Challenge students with tongue twisters in the target language. They must repeat them correctly, enhancing pronunciation and diction.

Skills Reinforced: Pronunciation, enunciation, and language rhythm.

18.   Guess the Emotion:

Description: Show images or describe situations that evoke specific emotions. Students express those emotions in the target language, improving their vocabulary related to feelings.

Skills Reinforced: Vocabulary, emotional expression, and communication.

19.   Conversational Jenga:

Description: Write conversation starters or discussion topics on Jenga blocks. As students play the game, they answer questions or discuss topics when they pull a block.

Skills Reinforced: Communication, conversation skills, and spontaneity.

20.   Word Chain: - Description: Begin with a word, and students take turns saying words that start with the last letter of the previous word. This game enhances vocabulary and word association. - Skills Reinforced: Vocabulary, word association, and quick thinking.

Handout 5: Role-Playing Game Scenario for Language Practice
Title: Restaurant Role-Play

Objective: In this role-playing game (RPG), participants will practice language skills by simulating a restaurant scenario. They will take on various roles, such as customers and waitstaff, to engage in authentic language interactions.

Scenario:

Setting: A restaurant named "LangCafe" Roles:

Customer A: You are a vegetarian and have dietary restrictions. You need to inquire about vegetarian options on the menu, ask questions about ingredients, and place an order.

Customer B: You have a food allergy (e.g., gluten intolerance) and need to ensure your meal is allergen-free. You must communicate your dietary requirements and ask for suitable options.

Waiter/Waitress: You will take orders, answer customer queries, and provide information about the menu items, including specials and drinks.

Chef: You will prepare the dishes according to customer requests and communicate with the waitstaff regarding special orders or dietary needs.

Restaurant Manager: You oversee the smooth operation of the restaurant, address any concerns, and ensure customer satisfaction.

Instructions:

Participants will be assigned roles or can choose their preferred roles.

Each group (customer(s) and waitstaff) will receive a scenario card with specific language prompts and phrases related to their roles.

The game will proceed as follows:

Customers will enter the restaurant, be seated, and engage in a conversation with the waiter/waitress.

Waitstaff will greet customers, provide menus, and assist them with ordering.

Customers may have special requests, dietary restrictions, or questions about the menu. Waitstaff will communicate with the chef to fulfill orders and ensure special requests are accommodated.

The game will continue with interactions such as taking orders, relaying special requests to the kitchen, and serving meals.

After the role-play, participants will engage in a group discussion:

Discuss their experiences during the game.

Share challenges faced and strategies used to communicate effectively.

Reflect on new vocabulary and language skills acquired during the RPG.

Consider the importance of clear communication in real-life restaurant situations.

Rotate roles and scenarios to provide diverse language practice opportunities.

Key Language Skills Practiced:

Ordering food and drinks

Inquiring about menu items

Communicating dietary restrictions and allergies

Providing explanations and recommendations

Handling special requests and complaints

Developing listening and speaking skills

Conclusion: This RPG scenario offers participants an immersive language learning experience by simulating a restaurant setting. It enhances their language skills, promotes effective communication, and provides a real-world context for practicing language in a fun and engaging manner.

Handout 6: The Importance of Reading and Writing Articles for Teacher Development

Teacher development is an ongoing process essential for educators to stay informed, improve their instructional practices, and adapt to the changing needs of students. Among the various professional development resources available, reading and writing articles hold a unique and invaluable place. Here, we explore the importance of reading and writing articles for teacher development:

1.   Access to Current Research and Trends:

Reading articles allows teachers to access the latest research, theories, and educational trends. This knowledge helps educators stay informed about best practices, innovative strategies, and emerging pedagogical approaches.

2.   Continuous Learning:

Teacher development is a lifelong journey. Engaging with articles encourages continuous learning and a growth mindset among educators. They are encouraged to explore new ideas, challenge their assumptions, and expand their knowledge base.

3.   Reflective Practice:

Writing articles or reflections on their teaching experiences enables educators to engage in reflective practice. It encourages them to think critically about their teaching methods, classroom dynamics, and student outcomes. This self-reflection is a cornerstone of professional growth.

4.   Sharing Best Practices:

Writing articles allows teachers to share their successful teaching strategies, experiences, and classroom innovations with a wider audience. This dissemination of best practices contributes to the collective knowledge of the teaching community.

5.   Problem-Solving and Solutions:

Articles often address common challenges faced by teachers. Reading and writing articles provide opportunities to explore solutions and practical strategies for overcoming these challenges. This problem-solving approach benefits not only the author but also other educators facing similar issues.

6.   Building a Professional Network:

Engaging with articles, whether as readers or authors, connects teachers to a broader network of professionals. This network can provide support, mentorship, and collaborative opportunities, fostering a sense of community among educators.

7.   Enhanced Communication Skills:

Writing articles improves teachers' communication skills, both written and verbal. It encourages them to articulate their ideas, research findings, and teaching practices effectively, which can have a positive impact on their classroom interactions.
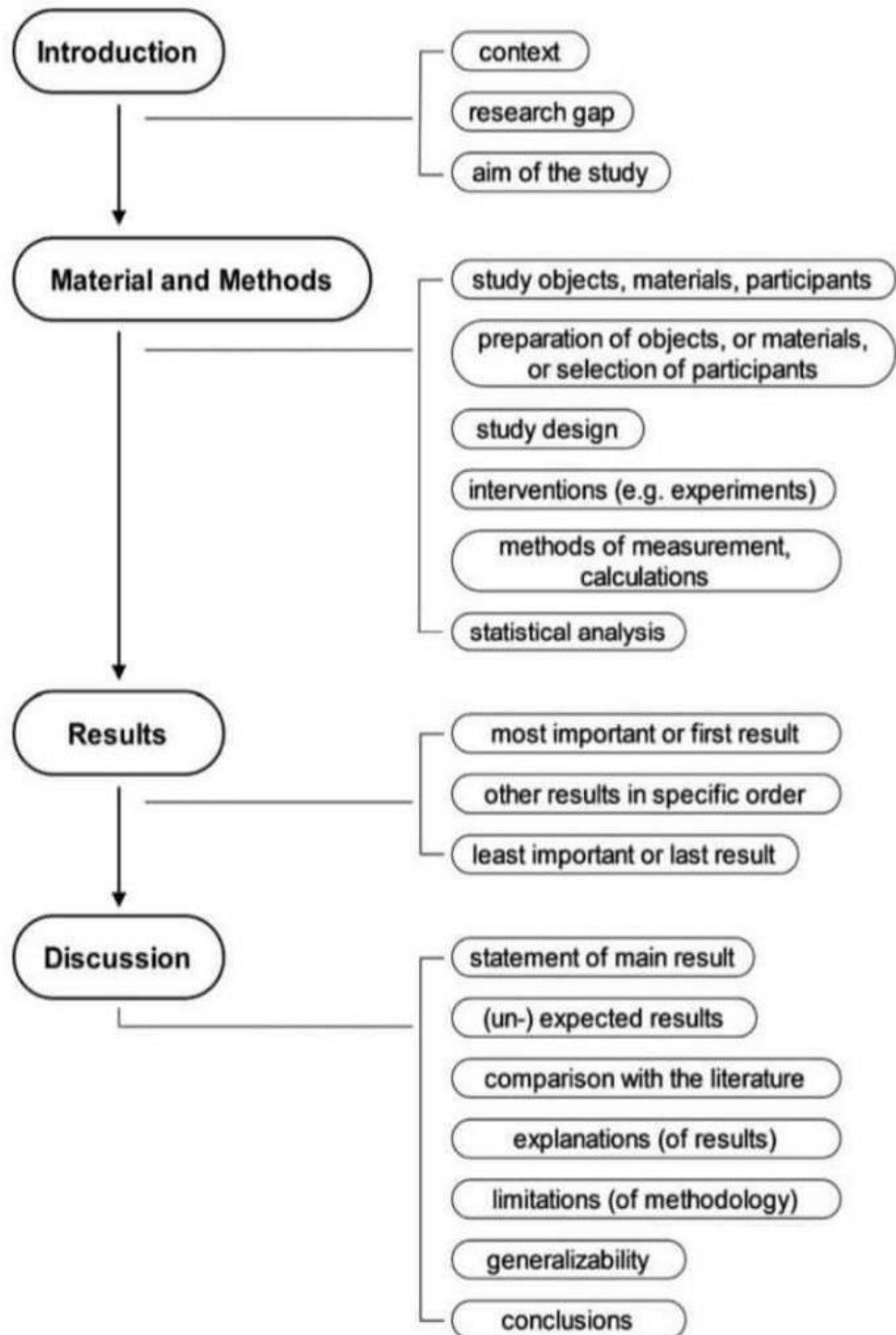
8.   Leadership and Advocacy:

By writing articles, teachers can take on leadership roles in the educational community. They can advocate for positive changes in education, share insights, and influence educational policies and practices.

9.   Personal and Professional Growth:

Reading and writing articles contribute to personal and professional growth. It allows teachers to set and pursue goals, stay updated with educational advancements, and develop a sense of accomplishment through published work.

10.   Inspiring Others: - Teachers who read and write articles can inspire their colleagues to engage in professional development. Sharing success stories, research findings, and effective teaching methods can motivate others to strive for excellence in their practice.

In conclusion, reading and writing articles are invaluable tools for teacher development. They facilitate lifelong learning, reflective practice, and the sharing of knowledge and experiences. As teachers engage with articles, they not only enhance their own practice but also contribute to the growth and improvement of the broader educational community. In an ever-evolving educational landscape, the importance of these activities in fostering effective teaching and student success cannot be overstated.

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Introduction ─────┐  ┌─ context
                  │  ├─ research gap
                  │  └─ aim of the study
                  ▼
Material and Methods ─┐  ┌─ study objects, materials, participants
                      │  ├─ preparation of objects, or materials,
                      │  │   or selection of participants
                      │  ├─ study design
                      │  ├─ interventions (e.g. experiments)
                      │  ├─ methods of measurement,
                      │  │   calculations
                      │  └─ statistical analysis
                      ▼
Results ──────────┐  ┌─ most important or first result
                  │  ├─ other results in specific order
                  │  └─ least important or last result
                  ▼
Discussion ───────┐  ┌─ statement of main result
                     ├─ (un-) expected results
                     ├─ comparison with the literature
                     ├─ explanations (of results)
                     ├─ limitations (of methodology)
                     ├─ generalizability
                     └─ conclusions
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WASP: (Write a Scientific Paper): Structuring a scientific paper

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ARTICLE INFO

ABSTRACT

Writing and publishing scientific papers have become requisites for all scientists (researchers and academics alike) to maintain their professional career. The prospects of writing a scientific paper are often regarded as somewhat daunting to the uninitiated. However a universal, well established structure format known as "IMRAD": i.e. Introduction, Methods, Results And Discussion has been established. This paper details this methodology.

1. Introduction

With the dictum of "publish or perish", publishing scientific findings is becoming an essential task faced by all scientists (researchers and academics). Furthermore, publishing scientific papers enables the scientist to increase the success rate for obtaining research grants in the future as well as promote the researcher's personal success and future job prospects [1]. Moreover, the publishing of research results showcases scientific work and makes it accessible to other professionals [2]. However, most scientists may not envisage themselves as qualified writers and may find scientific paper writing arduous and even intimidating. However, the structuring and writing of a scientific paper follows a number of steps that if followed, will lead to success. Hence, with the established step-by-step guideline at hand, the scientist can focus effectively on conveying and communicating novel ideas.

Before embarking into the first draft of a paper, the scientist needs to "get into the mood" for scientific writing. Furthermore, the scientist needs to have a clear vision of the aim and scopes of the paper that he/she is about to engage in. This will ensure the execution of a high quality paper that is likely to be accepted for publication. Identifying a suitable journal that most likely will publish the submission from the outset, helps set the author's mindset towards the style and layout required. [3]. It is also essential for the scientist to overcome any barriers to effective writing such as: poor writing habits, lack of confidence in writing ability, fear of failure, lack of experience and writing anxiety [2]. Practice however makes perfect.

Scientific research papers are published in peer reviewed scientific journals. There are two types of journals that one can publish in: subscription based and open access [1]. Journal articles can follow a multitude of different formats such as an original article, case report, letter to editor, review etc. This paper will discuss the step-by-step format of an *original research article*. The structure format is broadly based on the "IMRAD" structure: i.e. Introduction, Methods, Results And Discussion. When writing a scientific paper, the sentence structure should be in the third person while avoiding vague terminology or slang language.

2. Structuring of a scientific paper

2.1. The title

The title of the paper needs to be eye catching and intriguing for the reader while highlighting the subject matter. The title should be specific and short, but comprehensive and sufficiently descriptive. Any "waste" of words such as "*A study of…*" or "*Investigations of …*" or "*Observations on …*" etc. should be omitted. It is essential that the title does not contain any abbreviations and if the paper is focused on a particular disease or region, this identifier should be within the title.

2.2. The abstract

The abstract is positioned just after the title and is the game changer for the scientific paper. The abstract either impresses the editor and the reader and coaxes him/her into reading the whole paper or else it puts him/her off, discarding the paper altogether. The abstract is the second most read section of the paper (after the title). It needs to be able to stand-alone and be as succinct as possible [4]. This section must be concise with a word limit, which is usually around 250 words. It is

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Table 2. IMRAD* Structure of a Scientific Article

Introduction	
	• The research question
	• The importance of the study
	• Begin with a topic sentence (inverted pyramid)
	• Brief summary of the issue or public health problem
	• Concise review of pertinent literature
	• Study approach (one sentence)
	• What will your article add?
	• Keep this brief with front-loading
Methods	
	• How you address your study question
	• Who, what, when, and where
	• Recipe that others can repeat
	• Type of study design: describe the intervention
	• Data sources
	• Outcomes to be measured
	• Describe analysis
	• Statistical tests
	• Ethical approval
Results	
	• Detail individuals included and excluded
	• Demographic characteristics of study groups
	• Results of analyses
	• Statistical significance, point estimates, and variability (e.g., confidence intervals)
	• Tables and figures
	• Consider supplemental digital content for online posting
	• Report, but do not interpret the results or editorialize
Discussion	
	• The point or "so what" of the study
	• Summary
	• Compare findings with previous literature
	• Implications
	• Limitations: possible problems with the methods used
	• Recommendation for action
	• Recommendations for further study
	• Conclusions

*IMRAD- Introduction, Methods, Results and Discussion

Effective Instruction Walkthrough: Scaffolded Practice

Teacher: _____ Date/Time: _____

Subject/Lesson: _____ Observer: _____

+ / -	Observed	Comments
	Provides opportunities to practice with teacher support and guidance	
	Matches level of materials to student's instructional need	
	Incorporates manipulatives, graphic organizers, and/or hands-on activities	
	Checks for understanding with prompts	
	Clarifies misconceptions/reteaches if necessary	
	Uses positive, motivating feedback	
	Provides multiple opportunities for teacher supported and independent practice to promote automaticity	
	Makes connections across the curriculum	
	Frequently monitors students working independently to minimize opportunities for practicing incorrectly	

Additional information: _____

_____

_____

DepED –Iligan, August 2016

CLASSROOM OBSERVATION TOOL – RPMS

TEACHER I – III (5 years in service)

NAME OF TEACHER:MARIA DEL A. CORTEZ SCHOOL: TABUNAN ELEMENTARY SCHOOL

DATE: February 22, 2018   SUBJECT: _____

DIRECTION FOR OBSERVER:
1. Rate each item on the checklist according to how well the teacher characteristic or behavior was demonstrated during the classroom observation. Mark the appropriate column with a check mark.
2. Each item is judged on an individual basis, regardless of its relationship to an overall set of behavior relevant to the cluster heading

	THE TEACHER	3	4	5	6	7	NO.
1	Applies knowledge of content within and across Curriculum content teaching areas						
2	Uses a range of teaching strategies that enhance Learner achievement in the literacy and numeracy skills						
3	Applies a range of teaching strategies to develop Critical and creative thinking, as well as other higher – order thinking skills						
4	Manages classroom structure to engage learners, Individually or in groups, in meaningful exploration discovery and hands – on activities within a range of physical learning environments						
5	Manages student behavior constructively by applying positive and non –violent discipline to ensure learning-Focused environments						
6	Uses differentiated, developmentally appropriate Learning experiences to address learners' gender, Needs, strengths, interest and experiences						
7	Plans, manages and implements developmentally Sequenced teaching and learning process to meet Curriculum requirements and varied teaching contexts						
8	Selects, develops, organizes, and appropriate Teaching and learning resources, including ICT, to address learning goals						
9	Designs, selects, organizes, and uses diagnostic, Formative and summative assessment strategies Consistent with curriculum requirements						

OTHER COMMENTS:

_____

_____

_____

_____

_____

MICHAEL O. EMANO
Principal I

SIGNATURE OVER PRINTED NAME OF OBSERVER

V. КЕЙСЛАР БАНКИ

These scenarios provide opportunities to teach and practice English skills in real-life contexts, whether through writing assignments, listening exercises, classroom observations, or assessment activities. Adapt them to your specific teaching context and objectives as needed.

1. Writing: Creative Writing Prompt

Scenario: You are an English teacher for a group of intermediate-level high school students. To encourage their creativity and descriptive writing skills, you decide to use a creative writing prompt.

Task: Provide students with a prompt such as 'Write a story about a mysterious old bookstore in your town.' Instruct them to write a short story, focusing on vivid descriptions and character development. 2. Listening: Listening Comprehension Exercise

Scenario: You are teaching an English as a Second Language (ESL) class for adult learners. You want to improve their listening skills.

Task: Play an audio clip featuring a dialogue between native speakers. Create comprehension questions related to the dialogue, such as 'What was the main topic of the conversation?' or 'What did the speakers agree on?'

3.   Observation of the Lesson: Peer Observation

Scenario: You are a teaching assistant in an advanced English composition class at a university. You want to improve your teaching skills by observing a colleague's lesson. Task: Arrange a peer observation session with a fellow instructor. During the observation, focus on their teaching techniques, student engagement strategies, and classroom management. Take notes and provide constructive feedback after the observation.

4.   Assessment: Rubric Development

Scenario: You are a middle school English teacher preparing to assess a student's persuasive essay on a current social issue.

Task: Develop a rubric for assessing the essay. Include criteria such as thesis statement clarity, use of evidence, organization, grammar, and persuasive techniques. Use this rubric to evaluate the student's essay and provide feedback.

5.   Writing: Business Email Assignment

Scenario: You are an English instructor at a language institute. You want to teach practical writing skills to your adult students.

Task: Assign students the task of composing a formal business email. Provide a specific scenario, such as writing a job application email or an email to a client. Ask them to follow proper email etiquette and tone.

6.   Listening: Podcast Analysis

Scenario: You are a high school English teacher. You want to incorporate authentic listening materials into your lessons.

Task: Select a podcast episode on a topic related to the curriculum. After listening, have students discuss the main points, share their opinions, and identify new vocabulary words they learned.

7.   Observation of the Lesson: Student Teaching Evaluation

Scenario: You are a university professor overseeing student teachers in a teacher education program.

Task: Observe a student teacher's English lesson and assess their teaching effectiveness. Pay attention to classroom management, engagement, and how they address individual student needs. Provide feedback to help them improve their teaching skills.

8.   Assessment: Peer Review of Essays

Scenario: You are a high school English teacher. To enhance students' writing skills, you want them to engage in peer review activities.

Task: Have students exchange their persuasive essays with classmates for peer review. Provide a rubric or specific criteria for the review. Afterward, facilitate a discussion where students give constructive feedback to their peers.

9.   Writing: Literary Analysis Essay

Scenario: You are an English literature teacher for a high school class. You want your students to delve deeper into literary analysis.

Task: Assign students a classic novel and ask them to write a literary analysis essay focusing on a specific theme or literary device. Provide guidance on thesis development and textual evidence integration. 10. Listening: News Report and Debate

Scenario: You are an ESL instructor aiming to improve students' listening and speaking skills while discussing current events.

Task: Play a news report or segment on a current global issue. After listening, organize a class debate where students express their opinions and viewpoints on the topic.

Encourage active listening and respectful disagreement.

11.   Observation of the Lesson: Teacher-Student Role Reversal

Scenario: You are a teacher trainer working with novice educators. You want them to gain a deeper understanding of the teaching process.

Task: Arrange a lesson where the student becomes the teacher. The novice teacher instructs a short portion of the class while being observed by peers and receiving feedback. Rotate roles to allow each student to experience teaching.

12.   Assessment: Portfolio Evaluation

Scenario: You are an English department head in a high school, and you want to assess students' progress over the course of a semester.

Task: Implement portfolio assessment, where students compile a collection of their written work, including essays, short stories, and reflections. Develop a rubric to evaluate the portfolio's growth, quality, and self-assessment.

13.   Writing: Argumentative Blog Posts

Scenario: You are an online English instructor for a group of adult learners interested in contemporary issues.

Task: Assign students to write argumentative blog posts on topics they are passionate about. Encourage them to use persuasive techniques and engage with comments and feedback from classmates.

14.   Listening: Podcast Interview Analysis

Scenario: You are teaching an advanced ESL class for college students, and you want to expose them to different English accents and conversational styles.

Task: Play an English-language podcast interview featuring speakers from diverse backgrounds. Afterward, have students analyze the conversation, identify cultural nuances, and discuss the content.

15.   Observation of the Lesson: Technology Integration

Scenario: You are an English teacher interested in incorporating technology effectively into your lessons.

Task: Observe a colleague's lesson where they integrate technology, such as using educational apps, online collaboration tools, or multimedia presentations. Assess the impact of technology on student engagement and learning outcomes.

16.   Assessment: Performance-Based Assessment

Scenario: You are a middle school English teacher who wants to assess students' speaking and presentation skills.

Task: Assign students a project where they must research and present on a famous author or literary work. Create an assessment rubric that evaluates content, delivery, visual aids, and effective communication.

17.   Writing: College Application Essays

Scenario: You are a high school English teacher guiding students through the college application process.

Task: Help students write compelling college application essays. Focus on narrative storytelling, personal reflection, and showcasing their unique qualities and experiences.

18.   Writing: Business Proposal

Scenario: You are an English instructor in a business English course for adult learners seeking to improve their professional communication skills.

Task: Ask students to write a formal business proposal on a topic of their choice, such as a business expansion plan or a marketing strategy. Emphasize clarity, persuasive language, and professional formatting. 19. Listening: Film or TV Show Analysis

Scenario: You are teaching English through media literacy to high school students, using popular films or TV shows.

Task: Show a segment of a film or TV show in English, focusing on a key scene. Afterward, lead a discussion where students analyze the dialogue, character interactions, and the scene's significance within the story.

20. Observation of the Lesson: Student-Designed Lesson

Scenario: You are an experienced English teacher mentoring a student teacher. You want to assess their instructional planning and execution skills.

Task: Have the student teacher design and deliver a lesson of their choice to the class. Observe the lesson, paying attention to their planning, teaching strategies, and classroom management. Provide constructive feedback afterward.

Questions for discussion:

1. **Teacher Development:**

What does teacher development mean to you, and why is it important in your teaching career?

How do you currently engage in continuous professional development, and what strategies have been most effective for your growth as an educator?

Share an article or book that has significantly influenced your teaching practices or philosophy. What key takeaways did you gain from it?

2. **Importance of Reading Articles for Teachers:**

Why is it important for educators to stay informed about the latest research and educational trends?

How do you incorporate reading articles into your professional development routine, and what benefits have you experienced as a result?

Can you share an example of an article you recently read that had a direct impact on your teaching methods or classroom approach?

3. Importance of Writing Articles for Teachers:

Have you ever considered writing articles or reflections on your teaching experiences? What are some potential topics you might explore?

How can writing articles benefit your professional growth and contribute to the wider teaching community?

Share an idea for an article you'd like to write in the future, focusing on a teaching strategy, classroom innovation, or educational challenge you've encountered.

4. Reflective Practice:

Why is reflective practice important for educators, and how does it contribute to professional development?

Can you describe a recent moment of reflection in your teaching practice? What insights did you gain from this process?

How might you encourage other teachers to engage in reflective practice, and what support or resources would be helpful for them?

5. Sharing Best Practices:

Share an example of a teaching strategy or classroom innovation that you believe is a "best practice." What makes it effective?

How can teachers effectively share their best practices with colleagues, both within and beyond their school or institution?

Have you ever implemented a teaching strategy shared by a colleague or found in an article? What were the outcomes? **6. Building a Professional Network:**

How has your professional network, including colleagues and fellow educators, influenced your teaching practice and professional growth?

What are some ways to expand and strengthen your professional network, and how can this benefit your teaching career?

Can you share a positive experience or collaboration that resulted from your professional network?

7.   Leadership and Advocacy:

In what ways can teachers take on leadership roles in the educational community, and why is advocacy for education important?

Have you ever advocated for changes in educational policies or practices? What was the outcome, and what did you learn from the experience?

How can teachers use their expertise to influence positive changes in education at local, regional, or national levels?

8.   Personal and Professional Growth:

What personal and professional goals do you have for your teaching career, and how do you plan to achieve them?

How has your engagement with professional development activities, such as reading articles or writing reflections, contributed to your growth as an educator?

Share a challenging moment in your teaching journey and how you overcame it to achieve personal and professional growth.

9.   Inspiring Others:

Reflect on a time when a colleague or mentor inspired you to engage in professional development or try new teaching strategies. What impact did it have on you?

How can educators inspire and motivate their colleagues to invest in their own professional development and share their expertise?

Share a success story from your teaching career that you believe could inspire other educators to strive for excellence in their practice.

10.   Language Teaching and Learning:

What challenges do you face when teaching a second language, and how do you address them in your instructional practices?

How can the use of authentic materials, such as articles, newspapers, or cultural texts, enhance language teaching and learning?

Share an experience of successfully integrating cultural elements into your language teaching. How did it impact your students' understanding of the language?

11.   Case Studies in Education:

Have you ever used case studies in your teaching, or have you been a part of a casebased discussion? Share your experience and its impact.

How can case studies be adapted for different subjects and age groups in education, beyond their traditional use in business and law?

Can you provide an example of a case study that you believe would be effective for promoting critical thinking and problem-solving skills in your subject area?

12.   Language Games in Education:

What language games have you found most effective in reinforcing vocabulary, grammar, and communication skills among your students?

How can language games be modified to accommodate various proficiency levels and learning styles in the classroom?

Share a memorable classroom moment involving a language game and its impact on student engagement and learning outcomes.

13.   Observation in Teaching:

Discuss the benefits of peer observation and self-observation in teacher development. Have you ever participated in or conducted peer observations?

How can teachers create a positive and constructive feedback culture within their schools or institutions?

Share an instance where feedback from an observation, whether self-observation or peer observation, led to a meaningful improvement in your teaching practice.

14.   Assessment and Evaluation in Education:

What are the different types of assessment methods you use in your classroom, and how do they inform your teaching and student learning?

How can formative assessment lead to more effective summative assessments in education, and what strategies do you employ to bridge the gap?

Share an experience of designing a holistic assessment that successfully measured a range of student skills and knowledge in your subject area.

15.   Using Case Studies and Role-Playing Games in Education:

How have you employed case studies or role-playing games to engage students and enhance their understanding of complex topics or concepts?

In what subjects or areas of education do you see the potential for using case studies and role-playing games to improve learning outcomes?

Share a success story from your teaching experience involving the use of case studies or role-playing games and its impact on student learning and engagement.

16.   Interdisciplinary Teaching and Learning:

Discuss the benefits of interdependence between English teaching and other subjects in the curriculum. How can this enhance students' overall learning experience?

Share an example of a collaborative project or lesson plan that integrated English language skills with another subject area (e.g., science, history).

How can educators promote interdisciplinary teaching and learning within their schools or educational institutions?

17.   Technology in Education:

How has the integration of technology transformed the way you teach or learn? Share examples of tech tools that have had a positive impact on education.

What are the potential challenges and benefits of using technology in educational settings, and how can educators harness its power effectively?

Share a personal experience where technology-enhanced learning positively influenced student engagement and achievement.

18.   Inclusive Education:

How do you define inclusive education, and why is it important in today's classrooms? What strategies and practices have you employed to create an inclusive learning environment that accommodates diverse student needs?

Share a success story where inclusive education practices led to improved learning outcomes for all students.

19.   Global Perspectives in Education:

How can educators incorporate global perspectives and cultural awareness into their teaching? Share examples of cross-cultural learning experiences.

Discuss the role of international collaboration and exchange programs in expanding students' horizons and fostering global citizenship.

Share an educational project or initiative that encouraged students to explore global issues and develop empathy for diverse cultures.

20.   Assessment and Student Feedback:

How do you balance the use of summative assessments (e.g., exams) and formative assessments (e.g., quizzes, feedback) in your teaching practice?

Share strategies for providing constructive feedback to students that enhances their learning and motivation.

How can educators involve students in the assessment and feedback process to make it more student-centered and meaningful?

21.   Professional Learning Communities (PLCs):

Discuss the benefits of participating in or establishing professional learning communities with fellow educators.

How can PLCs support collaborative curriculum development, sharing of best practices, and continuous improvement in teaching?

Share a positive experience or project that emerged from your involvement in a professional learning community.

22.   Mentorship in Education:

What role does mentorship play in teacher development, and how can experienced educators effectively mentor newer colleagues?

Share a memorable mentorship experience from your teaching career. How did it influence your professional growth?

How can schools and educational institutions create formal mentorship programs that benefit both mentors and mentees?

23.   Teacher Well-Being:

Why is teacher well-being crucial for effective teaching and student outcomes? Discuss strategies for maintaining a healthy work-life balance.

Share self-care practices or routines that have helped you manage stress and maintain enthusiasm in your teaching role.

How can schools and educational systems better support teacher well-being and prevent burnout?

24.   Educational Trends and Future Challenges:

What do you believe are the most significant trends and challenges in education for the near future? How can educators prepare for them?

Share your thoughts on the evolving role of technology, remote and online learning, and personalized education in the educational landscape.

How can educators adapt their teaching methods to meet the changing needs and expectations of students in the 21st century?

VI. GLOSSARIY

1.   Essay: A written composition that presents an argument, analysis, or discussion on a particular topic. Essays can take various forms, including descriptive, narrative, expository, persuasive, and argumentative.

2.   Thesis Statement: A concise and clear statement that outlines the main argument or purpose of the essay. It typically appears in the introduction and guides the reader on what to expect in the essay.

3.   Introduction: The opening section of an essay that provides background information, sets the tone, and contains the thesis statement. It aims to engage the reader and introduce the topic.

4.   Body Paragraphs: The main sections of an essay that present the supporting evidence, arguments, or ideas related to the thesis statement. Each paragraph typically focuses on a single point or sub-argument.

5.   Topic Sentence: A sentence at the beginning of a paragraph that introduces the main idea or argument of that paragraph.

6.   Evidence: Information, examples, facts, quotations, or data used to support the arguments or claims made in the essay.

7.   Transition: Words, phrases, or sentences that connect ideas and paragraphs, ensuring smooth flow and logical progression of the essay.

8.   Conclusion: The final section of the essay that summarizes the main points, restates the thesis statement, and provides closure to the reader.

9.   Hook: An engaging or attention-grabbing opening sentence or phrase in the introduction designed to capture the reader's interest.

10.   Outline: A structured plan or framework that outlines the main points, subpoints, and organization of an essay before writing it.

11.   Argumentative Essay: A type of essay that presents arguments and evidence to persuade the reader to adopt a particular viewpoint or take a specific action.

12. Persuasive Essay: Similar to an argumentative essay, it aims to persuade the reader but may rely more on emotional appeal and rhetorical techniques.

13. Expository Essay: An essay that provides information, explanations, or descriptions about a topic without taking a specific stance or making arguments.

14. Narrative Essay: An essay that tells a story, often based on personal experiences or events. It may have characters, a plot, and a narrative structure.

15. Descriptive Essay: An essay that uses vivid language to paint a clear picture of a person, place, object, or experience for the reader.

16. Critical Essay: An essay that analyzes, evaluates, and critiques a piece of literature, artwork, or any other subject, often providing interpretations and judgments.

17. Editing: The process of revising and improving the content, structure, and clarity of an essay, including grammar and spelling checks.

18. Proofreading: A final review of an essay to identify and correct errors in grammar, punctuation, spelling, and formatting.

19. Citation: The proper acknowledgment of sources used in the essay, following a specific citation style, such as APA, MLA, or Chicago.

20. Plagiarism: The unethical practice of using someone else's words, ideas, or work without proper attribution or permission in an essay.

21. Text-Based Grammar Teaching: A pedagogical approach that uses authentic texts to teach and contextualize grammar rules and structures in foreign language lessons.

22. Contextual Learning: Learning grammar within the context of real-world situations, where learners see how grammar functions within sentences and texts.

23. Authentic Texts: Written materials, such as articles, stories, and passages, that are used in language instruction and reflect real-life language use.

24.   Comprehension: The ability to understand and make sense of written or spoken language, including grammar structures, within a given context.

25.   Vocabulary: The words and phrases of a language. In text-based grammar teaching, learners encounter and reinforce vocabulary as they read and analyze texts.

26.Motivation: The drive and enthusiasm to engage in language learning activities, which can be enhanced by using interesting and relevant texts.

27.   Proficiency Level: A learner's level of skill and ability in a foreign language, typically categorized into levels such as beginner, intermediate, and advanced.

28.   Pre-Reading Activities: Activities that prepare learners for reading a text, including introducing grammar concepts or structures to be encountered in the text.

29.   Interactive Activities: Engaging tasks that require learners to actively participate while reading a text, such as identifying grammar structures or discussing sentence structure.

30.   Guided Practice: Exercises and activities that focus on practicing the specific grammar structures found in the text, often involving completion tasks or error correction.

31.   Discussion and Analysis: Post-reading activities that encourage learners to analyze the use of grammar in the text and discuss its relevance.

32.   Writing Exercises: Tasks that require learners to apply grammar rules and structures by composing sentences or paragraphs.

33.   Peer Review: A collaborative activity where learners exchange and evaluate each other's written work, providing constructive feedback on grammar usage.

34.   Feedback and Correction: The process of providing learners with guidance and corrections on their language production, particularly regarding grammar errors.

35.   Parts of Speech: Grammatical categories that classify words based on their functions in sentences, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.

36.   Transformation Tasks: Exercises that require learners to modify sentences or text elements to practice specific grammar structures, such as changing active voice to passive voice.

37.   Error Correction: The process of identifying and fixing grammatical mistakes or errors in written or spoken language.

38.Language Acquisition: The process of learning a language naturally, often through exposure and immersion, as opposed to formal instruction.

39.   Language Production: The ability to generate spoken or written language, including the correct use of grammar structures.

40.   Language Proficiency: A measure of a learner's overall language skills, encompassing grammar, vocabulary, listening, speaking, reading, and writing abilities.

41.   Observation: The process of systematically watching and noting events, behaviors, or activities in an educational context.

42.   Classroom Observation: The act of observing a teacher's instructional practices, classroom management, and student interactions within a classroom setting.

43.   Peer Observation: The practice of teachers observing and providing feedback to their colleagues to support professional growth and improve teaching practices.

44.   Teacher Observation: The act of one teacher observing another teacher's instructional methods, strategies, and classroom behaviors to provide feedback and promote professional development.

45.   Observational Skills: The ability to effectively and objectively observe and document behaviors, events, or processes, often with the goal of gaining insights or making informed decisions.

46.   Professional Development: Activities, workshops, or experiences designed to enhance educators' knowledge, skills, and effectiveness in their teaching roles.

47.   Feedback: Information or comments provided to an individual, often based on observation, to offer guidance, support, and opportunities for improvement.

48.   Reflective Practice: The process of thinking critically about one's teaching methods, decisions, and experiences, often through self-reflection and selfassessment.

49.   Learning from Observation: The practice of gaining knowledge, insights, or understanding by observing and analyzing events, behaviors, or processes.

50.   Data Collection: The systematic gathering and recording of information, often used to inform decision-making or assess outcomes.

51.Educational Research: The systematic investigation of educational issues, questions, or phenomena to generate knowledge and contribute to evidencebased practice.

52.   Evidence-Based Practice: The use of research, data, and empirical evidence to inform and guide decision-making in education.

53.   Self-Reflection: The process of examining one's own thoughts, actions, and experiences, often with the aim of self-improvement and personal growth.

54.   Teaching Strategies: Approaches, methods, or techniques employed by educators to facilitate learning and achieve instructional goals.

55.   Classroom Management: The practices and strategies used by teachers to create a productive and orderly learning environment.

56.   Best Practices: Proven and effective methods or approaches that have been identified through research and experience as leading to positive educational outcomes.

57.   Constructive Feedback: Feedback that is specific, supportive, and intended to help individuals improve their skills or performance.

58.   Teaching Techniques: Specific methods or approaches used by teachers to deliver instruction and engage students in the learning process.

59.   Continuous Improvement: The ongoing process of making incremental advancements and enhancements in teaching practices and educational processes.

60.   Professional Growth: The development and expansion of an educator's knowledge, skills, and expertise over time.

61.   Reflective Teaching: The practice of educators regularly examining and evaluating their teaching.

62.   Lesson Plan: A structured outline or guide that details the objectives, content, activities, and assessments for a single instructional session or class.

63.   Learning Objectives: Clear, specific statements that describe what students should know, understand, or be able to do as a result of the lesson.

64.Curriculum Standards: Established guidelines or expectations for what students should learn at a specific grade level or in a particular subject.

65.   Assessment: The process of collecting data to measure student learning, often through quizzes, tests, projects, or observations.

66.   Formative Assessment: Ongoing assessments conducted during instruction to provide feedback and guide teaching and learning.

67.   Summative Assessment: Assessments conducted at the end of instruction to evaluate student learning and assign grades.

68.   Differentiation: Modifying instruction to accommodate the diverse needs, abilities, and learning styles of students.

69.   Engagement: The level of interest, attention, and active participation demonstrated by students during a lesson.

70.   Instructional Methods: Strategies and techniques used by educators to deliver content and facilitate learning.

71. Instructional Materials: Resources and tools used in teaching, including textbooks, handouts, technology, and manipulatives.

72. Formative Evaluation: Ongoing assessment and feedback to improve the instructional process and student learning.

73. Closure: The concluding part of a lesson that summarizes key points and connects them to real-world applications.

74. Blooms Taxonomy: A classification system of learning objectives, ranging from lower-order thinking skills (remembering and understanding) to higherorder thinking skills (applying, analyzing, evaluating, and creating).

75. Scope and Sequence: A curriculum plan that outlines the order in which topics or skills are taught and the depth of coverage at each grade level.

76. Scaffolding: Providing support and guidance to help students grasp new concepts or skills, gradually reducing assistance as they become more independent learners.

77. Rubric: A scoring guide or set of criteria used to assess student performance or work.

78.Teaching Strategies: Methods and approaches used by educators to facilitate learning and meet instructional goals.

79. Cooperative Learning: A teaching strategy that involves students working in groups to accomplish shared learning objectives.

80. Homework: Assignments or tasks given to students to be completed outside of the classroom.

81. Backward Design: A lesson planning approach that begins with identifying learning objectives and then designing assessments and activities to meet those objectives.

82. Reflection: The process of reviewing and analyzing the effectiveness of a lesson or teaching practice.

83. Multimodal Learning: The use of various modes of instruction and resources to address diverse learning styles, such as visual, auditory, and kinesthetic.

84.   Constructivist Learning: A teaching approach that emphasizes active student involvement in constructing their understanding of new concepts.

85.   Interdisciplinary Teaching: Integrating content and concepts from multiple subject areas in a single lesson or unit.

86.   IEP (Individualized Education Plan): A personalized education plan developed for students with disabilities to address their unique learning needs.

87.   Inquiry-Based Learning: A teaching approach that encourages students to ask questions, investigate topics, and develop their understanding through exploration.

88.   Bloom's Taxonomy: A hierarchy of cognitive processes, including knowledge, comprehension, application, analysis, synthesis, and evaluation, used to classify learning objectives.

89.   Assessment: The process of gathering and evaluating information about a student's knowledge, skills, abilities, or performance to make informed educational decisions.

90.   Formative Assessment: Ongoing assessments conducted during instruction to provide feedback and guide teaching and learning.

91.Summative Assessment: Assessments conducted at the end of instruction to evaluate student learning and assign grades.

92.   Criterion-Referenced Assessment: An assessment that measures a student's performance against specific criteria or standards, often used to determine whether learning objectives have been met.

93.   Norm-Referenced Assessment: An assessment that compares a student's performance to the performance of a group (norming group), often used for ranking or percentile scores.

94.   Authentic Assessment: Assessment tasks or activities that require students to demonstrate their skills and knowledge in real-world, meaningful contexts.

95.   Rubric: A scoring guide or set of criteria used to assess student performance or work.

96. Assessment Tool: Any method, instrument, or process used to collect data about student learning.

97. Assessment Validity: The extent to which an assessment measures what it is intended to measure.

98. Assessment Reliability: The consistency and accuracy of assessment results when the assessment is repeated.

99. Assessment Bias: The presence of factors in an assessment that systematically distort measurement of student abilities.

100. Criterion Validity: A type of validity that examines the correlation between an assessment and an external criterion, such as a standardized test.

101. Construct Validity: A type of validity that examines whether an assessment measures the underlying construct or concept it is intended to measure.

102. Standardized Test: A test that is administered and scored in a consistent and predetermined manner, often used for comparisons across populations.

103. Performance Assessment: Assessment tasks that require students to demonstrate their knowledge and skills through authentic activities, such as projects, presentations, or performances.

104. Portfolio Assessment: An assessment method where students compile and present a collection of their work over time to demonstrate their learning and growth.

105. Benchmark Assessment: Periodic assessments used to measure student progress against specific benchmarks or learning standards.

106. Norming Group: The group of individuals used as a reference point when interpreting norm-referenced assessment results.

107. Alternative Assessment: Non-traditional assessment methods that may include performance tasks, projects, and portfolios.

108. Objective Assessment: Assessments that have clear, predetermined correct answers, such as multiple-choice or true-false questions.

109. Subjective Assessment: Assessments that involve judgment and interpretation, often requiring written responses or open-ended questions.

110. Assessment Data: The information collected through assessments, which may include scores, observations, and student work.

111. Feedback: Information provided to students based on assessment results to help them understand their strengths and areas for improvement.

112. Assessment Literacy: The knowledge and skills required to understand, design, and interpret assessments effectively.

113. Performance Level Descriptors: Clear descriptions of what students at different performance levels can do, often used in criterion-referenced assessments.

114. Holistic Scoring: A method of assessment where the overall quality of a student's work is evaluated as a whole, rather than on specific criteria.

115. Analytic Scoring: A method of assessment where student work is evaluated based on specific criteria or dimensions.

116. High-Stakes Assessment: Assessments that have significant consequences, such as determining student promotions, graduation, or teacher evaluations.

117. Low-Stakes Assessment: Assessments with relatively minor consequences, often used for formative purposes or feedback.

VII. FOYDALANILGAN ADABIYOTLAR RO'YXATI

ADABIYOTLAR

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a.   Recommended Journals:

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71.   "Journal of Teacher Education" - A leading journal in teacher education, it covers research on effective teaching, teacher preparation, and the professional development of educators.

72.   "Educational Policy" - This journal often features articles on policies related to teacher development and the impact of professional development programs.

73.   "Professional Development in Education" - Focused on professional development practices, this journal includes research on teacher learning, mentorship, and the effectiveness of development programs.

74.   "International Journal of Educational Research" - This interdisciplinary journal publishes research on educational practices, including teacher development and improvement.

75.   Recommended Websites and Organizations:

76.   National Staff Development Council (now Learning Forward) - https://learningforward.org/ This organization provides resources, research, and professional development opportunities for educators.

77. American Educational Research Association (AERA) - https://www.aera.net/ AERA offers a wealth of research and publications related to teacher development.

78. National Association for Professional Development Schools (NAPDS) - https://napds.org/ NAPDS focuses on partnerships between schools and universities to enhance teacher preparation and development.

79. Education Development Center (EDC) - https://www.edc.org/ EDC conducts research and provides resources on various aspects of teacher development and education.