CHET TILLARNI O'RGATISHDA TENGLIK, XILMA-XILLIK VA INKLYUZIVLIKNI TA'MINLASH

2025

Djumayeva N.D.   **filologiya fanlari bo'yicha falsafa doktori (PhD), dotsent**

O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

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

"CHET TILLARNI O'RGATISHDA TENGLIK, XILMA-XILLIK VA INKLYUZIVLIKNI TA'MINLASH"

MODULI BO'YICHA

O'QUV-USLUBIY MAJMUA

Filologiya va tillarni o'qitish: ingliz tili

Buxoro-2025

Modulning o`quv-uslubiy majmuasi Oliy ta'lim, fan va innovatsiyalar vazirligining 2024 yil 27 dekabrdagi 485-sonli buyrug'i bilan tasdiqlangan o`quv dasturi va o`quv rejasiga muvofiq ishlab chiqilgan.

Tuzuvchi: Djumayeva N.D. – filologiya fanlari bo'yicha falsafa doktori (PhD), dotsent

Taqrizchilar: **Z.I.Rasulov -** filologiya fanlari doktori, professor
N.R.Qurbonova - filologiya fanlari bo'yicha falsafa doktori (PhD), dotsent

MUNDARIJA

I. ISHCHI DASTUR

Kirish

Ushbu dastur O'zbekiston Respublikasining 2020-yil 23-sentabrda tasdiqlangan "Ta'lim to'g'risida" 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" PF-4732-son, 2019-yil 27-avgustdagi "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to'g'risida" PF-5789-son, 2019-yil 8-oktabrdagi "O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida" PF-5847-son, 2020 yil 29 oktabrdagi "Ilm-fanni 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida" PF-6097-son, 2022-yil 28-yanvardagi "2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida" PF-60-son, 2023-yil 25-yanvardagi "Respublika ijro etuvchi hokimiyat organlari faoliyatini samarali yo'lga qo'yishga doir birinchi navbatdagi tashkiliy chora-tadbirlar to'g'risida" PF-14-son, O'zbekiston Respublikasi Prezidentining 2023-yil 11-sentabrdagi "O'zbekiston — 2030" strategiyasi to'g'risida" PF-158-son Farmonlari, shuningdek, O'zbekiston Respublikasi Prezidentining 2024 yil 21 iyundagi "Aholi va davlat xizmatchilarining korrupsiyaga qarshi kurashish sohasidagi bilimlarini uzluksiz oshirish tizimini joriy qilish chora-tadbirlari to'g'risida" PQ-228-son, O'zbekiston Respublikasi Prezidentining 2021 yil 17 fevraldagi "Sun'iy intellekt texnologiyalarini jadal joriy etish uchun shart-sharoitlar yaratish chora-tadbirlari to'g'risida" PQ-4996-son qarorlari va O'zbekiston Respublikasi Vazirlar Mahkamasining "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining malakasini oshirish tizimini yanada takomillashtirish bo'yicha qo'shimcha chora- tadbirlar to'g'risida" 2019-yil 23-sentabrdagi 797-son hamda O'zbekiston Respublikasi Vazirlar Mahkamasining "Oliy ta'lim tashkilotlari rahbar va pedagog kadrlarini qayta tayyorlash va malakasini oshirish tizimini samarali tashkil qilish chora-tadbirlari to'g'risida" 2024-yil 11-iyuldagi 415-son Qarorlarida 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 Chet tillarni o'rgatishda tenglik,

xilma-xillik va inklyuzivlikni ta'minlash bo'yicha tegishli bilim, ko'nikma, malaka va kompetensiyalarni rivojlantirishga yo'naltirilgan.

Chet tillarni o'qitishda tenglik, xilma-xillik va inklyuzivlik tamoyillarini ilgari surish moduli chet tillarini ko'p bosqichli va tabaqalashtirilgan holda o'qitish, pedagoglarning farovonligi, ruhiy salomatligi va ustoz sifatida mukammallikka intilishi, zamonaviy jamiyatning muassir umumiy ta'lim muhitiga inklyuziv ta'lim aniqlamasini tahlil qilish, inklyuziv ta'limning amaliy amalga oshirilishi va o'quv joylarida jamiyatga kirish masalalari ko'rib chiqish, chet tillarni o'qitishda joriy inklyuziv ta'lim amalga oshirilish strategiyalari muhokama qilinadi. Maxsus ta'limga ehtiyojlari bo'lgan talabalarning ehtiyojlarini hisobga olgan holda o'quv materiallarini ishlab chiqish ko'zda tutiladi.

Modulning maqsadi va vazifalari

"Chet tillarni o'rgatishda tenglik, xilma-xillik va inklyuzivlikni ta'minlash" modulining maqsadi maxsus ta'limga ehtiyojlari bo'lgan talabalarning ehtiyojlarini hisobga olgan holda o'quv dastur va materiallarini ishlab chiqish, dars jarayonlari va baholashni tashkil etishni o`rgatishdan iborat.

"Chet tillarni o'rgatishda tenglik, xilma-xillik va inklyuzivlikni ta'minlash" modulining vazifalari turli darajadagi talabalar uchun matnlar, mashqlar va topshiriqlarni moslashtirish, mavjud material formatlaridan foydalanish (audio, video, Brayl shrifti), madaniy va lingvistik xilma-xillikni hisobga olish, madaniy va til farqlarini aks ettiruvchi materiallarni kiritish, ta'lim jarayonining bir qismi sifatida madaniyatlararo aloqani o'rganish, madaniy kontekstlarni hisobga olgan holda o'qitish kabi juda muhim bo'lgan masalalarni o'z ichiga oladi.

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

"Chet tillarni o'rgatishda tenglik, xilma-xillik va inklyuzivlikni ta'minlash" modulini o'zlashtirish jarayonida amalga oshiriladigan masalalar doirasida tinglovchilar:

- Inklyuzivlik va xilma-xillik haqida asosiy tushunchalar;

- til o`qitishda inklyuzivlikning ahamiyati;

- ta'limda ijtimoiy adolat va tenglik;

- turli qobiliyatli til o`rganuvchilarni tushunish;

- jismoniy, kognitiv, nutq yoki oʻrganish qiyinchiliklariga ega boʻlgan talabalar bilan ishlash;

- oʻrganish uslublari va intellekt turlari;
- differensial taʼlim strategiyalarini **bilishi kerak;**

- Inklyuziv taʼlimda baholashning miqdor va sifat tahlilini amalga oshirish;

- mavzularga oid olimlar tomonidan bildirilgan fikrlarni tahlil qilish;

- turli qobiliyatlarga ega va qobiliyati cheklangan til oʻrganuvchilari bilan ishlash malakalarini shakllantirish va matnni tahlil qilish;

- chet tili darslarida inklyuziv yondashuvdan foydalanish;

- ingliz tili darslarida baholash va baholash turlarini qoʻllash; **koʻnikmalariga** ega boʻlishi lozim;

- talabalarning oʻquv auditoriyadan tashqari faoliyatini baholash;

- talabalarning oʻquv auditoriyadan tashqari faoliyatini baholashda oʻquv topshiriqlari (reproduktiv, produktiv, qisman-izlanishli, kreativ (ijodiy) murakkablik)ni ishlab chiqish metodikasidan samarali foydalanish;

- lingvistik va madaniyatlararo kompetensiyalarni baholash;

- amaliy chet tilini oʻqitish jarayonini tashkil etish, uni rejalashtirish va baholash metodlarini inklyuziv taʼlim talablari asosida tashkil etish metodikasini oʻzlashtirish **malakalariga ega** boʻlishi zarur;

- talabalarning cheklanganlik holatlarini baholash;

- oʻquv maqsadlari va kutilayotgan natijalarni toʻgʻri belgilay olish, baholash, inklyuzivlikka 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 *kompetensiyalariga* ega bo'lishi lozim.

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

"Chet tillarni o'rgatishda tenglik, xilma-xillik va inklyuzivlikni ta'minlash" moduli mazmuni o'quv rejadagi **"Chet tili o'qitish metodikasining zamonaviy tendensiyalari "** o'quv moduli bilan uzviy bog'langan holda ingliz tili o'qituvchilarini chet tillarni o'qitishdagi zamonaviy tendensiyalar, yondashuvlar, pedogogik texnologiyalar va interaktiv uslublarni inklyuziv ta'limga moslashtiradi.

Modulning oliy ta'limdagi o'rni

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

Modul bo'yicha soatlar taqsimoti:

	Modul mavzulari	Tinglovchining o'quv yuklamasi, soat				
		Hammasi	Auditoriya o'quv yuklamasi			Musta qil ta' lim
			Jami	Jumladan		
				Nazariy	Amaliy	
1.	Introduction to Inclusivity in Language Education	2	2	2	-	-
2.	Understanding Diverse Learners	2	2	2	-	-
3.	Barriers to Language Learning	2	2	-	2	-
4.	Differentiated Instruction Strategies	2	2	-	2	-
5.	Assessment and Evaluation	2	2	-	2	-
	Жами: 10 соат	10	10	**4**	**6**	-

NAZARIY MASHG'ULOTLAR MAZMUNI

Session 1. Introduction to Inclusivity in Language Education

To raise the participants awareness of definitions of inclusivity and diversity, importance of inclusivity in language teaching, overview of course structure and expectations

Session 2: Understanding Diverse Learners

to raise participants awareness of characteristics of diverse learners (e.g., ELLs, students with disabilities);

Learning styles and multiple intelligences; cultural influences on language learning.

AMALIY MASHG'ULOTLAR MAZMUNI

Session 1: Barriers to Language Learning

to raise participants awareness of Identifying common barriers (cognitive, emotional, environmental);

Strategies for overcoming these barriers;

Case studies and discussions the creating an effective classroom learning environment.

Session 2: Differentiated Instruction Strategies

to raise participants awareness of Techniques for differentiation in language teaching; Group work and peer support strategies; Use of technology to support inclusivity the developing learner-centered teaching to identify advantages and disadvantages of learner-centered and teacher-centered classes.

Session 3: Assessment and Evaluation

Inclusive assessment practices; formative vs. summative assessment; feedback mechanisms that promote growth; accommodation and modification.

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

"Chet tillarni o'rgatishda tenglik, xilma-xillik va inklyuzivlikni ta'minlash" moduli doirasida amaliy mashg'ulotlarda tinglovchilar o'quv modul doirasidagi

turli qobiliyatli o'rganuvchilar uchun topshiriqlar, imkoniyati cheklanganlar haqidagi keyslar, o'quv loyihalari, texnologik jarayonlar bilan bog'liq vaziyatli masalalar asosida amaliy ishlarni bajaradilar.

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

Dasturning axborot-metodik ta'minoti

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

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

ASSESSMENT

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

BAHOLASH metodi

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

AUTHENTIC TASK

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

AUTENTIK VAZIFA

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

BRAINSTORMING

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

AQLIY HUJUM uslubi

Bevosita jamoa bo'lib "fikrlar xujumi" ni olib borish demakdir. Bu uslubdan maqsad, mumkin qadar katta miqdordagi g'oyalarni yig'ish, talabalarni ayni bir xil

fikrlashdan holi qilish, ijodiy vazifalarni yechish jarayonida dastlab paydo bo'lgan fikrlarni yengishdir.

CASE STUDY

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

"KEYS-STADI"uslubi

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

CLUSTER

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

TARMOQLAR uslubi

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

DISCUSSION METHOD

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

BAHS-MUNOZARA

Usulida guruh a'zolari biror muammoni yechish maqsadida o'z g'oyalarini og'zaki taklif etadilar. Usuldan samarali foydalanish uchun ishtirokchilar muhokama

predmetiga oid yetarli bilim va tajribaga ega bo'lishlari lozim. Bu usul kattalar ta'limida ko'proq samara beradi.

ICE-BREAKER

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

"MUZYORAR"metodi

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

INFORMATION GAP ACTIVITY

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

AXBOROT ALMASHISH METODI

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

INTERACTION PATTERN

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

INTERFAOLLIK

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

JIG-SAW ACTIVITY

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

"ARRA" METODI

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

MULTIPLE-CHOICE

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

KO'P TARMOQLI TANLOV TESTLARI

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

PRESENTATION

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

TAQDIMOT

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

WARM-UP ACTIVITY

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

"CHIGILNI YOZISH"

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

TRUE-FALSE ACTIVITY

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

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

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

GAP FILL ACTIVITY

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

NUQTALAR O'RNIGA QO'YISH

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

III. NAZARIY MATERIALLAR
LECTURE I INTRODUCTION TO INCLUSIVITY IN LANGUAGE EDUCATION

Key words: Accessibility, Affirming Language, Bias-Free Teaching, Cultural Competence, Culturally Responsive Teaching, Diverse Representation, Equity in Education, Gender-Inclusive Language, Inclusive Pedagogy

Inclusive language "acknowledges diversity, conveys respect to all people, is sensitive to differences, and promotes equal opportunities." (Linguistic Society of America)

This toolkit highlights the significance of using inclusive language in order to promote inclusivity and break away from perpetuating stereotypes.

As our student community grows more diverse, it is vital to embrace inclusive language to create a welcoming and inclusive environment where everyone feels valued and respected.

By incorporating inclusive language into our education practices and working/studying relationships, we demonstrate our commitment to equity and foster a supportive atmosphere for students and staff of all backgrounds and identities to thrive.

While inclusive language has its limitations and is subjective, it plays a crucial role so here we provide helpful suggestions to guide you on the path towards positive language use.

Using inclusive language in education

This toolkit highlights the significance of using inclusive language in order

to promote inclusivity and break away from perpetuating stereotypes.

As our student community grows more diverse, it is vital to embrace inclusive language to create a welcoming and inclusive environment where everyone feels valued and respected. By incorporating inclusive language into our education practices and working/studying relationships, we demonstrate our commitment to equity and foster a supportive atmosphere for students and staff of all backgrounds and identities to thrive. While inclusive language has its limitations and is subjective, it plays a crucial role so here we provide helpful suggestions to guide you on the path towards positive language use.

Why does Inclusive Language matter?

There are many negative stereotypes that exist about marginalised ("marginalised" refers to disadvantaged or underrepresented communities in society) groups. Using words and phrases without thoughtful consideration can lead to exclusion, hurt feelings, and unfair treatment. Without carefully reflecting on our language choices, we run the risk of reinforcing negative stereotypes, perpetuating power imbalances and societal injustices. This can have negative consequences, such as dissatisfied students, higher dropout rates, complaints, and negative impacts on mental health and impact on teaching teams and collaboration needed for inclusive settings to thrive. Language is powerful. It can help people feel valued and included or dismissed and excluded. It can destigmatise, enable respectful relationships, and build trust. For instance, racial and ethnic minorities, disabled people, women, socioeconomically disadvantaged individuals, etc.

Inclusive etiquette

Inclusive etiquette is essential for engaging with diverse marginalised groups, as it promotes respectful interactions and avoids causing offense or prying. Engaging in open discussions about inclusion is vital for nurturing a sense of belonging and creating positive educational experiences. However, it is equally important to have a clear understanding of acceptable language usage and how to respectfully interact with diverse individuals. By equipping our community with the necessary tools, we empower people to learn about engaging confidently with inclusive language.

Key takeaways

- **Prioritise equity**: Strive to create fairness and equal opportunities for marginalised students, taking into account the multifaceted nature of their identities without overly emphasising any single aspect.
- **Avoid patronising, emotive, or deficit-based language**: Steer clear of language that could demean or reinforce negative stereotypes.
- **Consider your audience**: Tailor your language to the diverse backgrounds and identities of your students.
- **Account for cultural meaning**: Be mindful of cultural nuances to avoid unintended offense or miscommunication.

- **Continuously educate yourself**: Stay informed and open-minded as language evolves, continually educate yourself, seek feedback and embrace new knowledge. The '[Inclusive language Guide](#)' (University of Edinburgh) and '[A guide to creating inclusive content and language](#)' (National Institute for Health Research) are good starting points.

Mindfully incorporating inclusive language into classroom:

- Transparently communicates expectations and establishes a baseline for engaging in academic discourse, i.e. acknowledging and respecting differences represented in the classroom and broader society;
- Demonstrates that the instructor is mindful and sensitive to the well-being of those in the class as well as individuals in the broader society who would experience hurt or marginalization when non-inclusive language is used;
- Promotes community and belonging for all students;
- Provides an opportunity for instructors to facilitate the development of student academic identity within a discipline by interrogating norms and practices within the discipline and society as whole.

How you can incorporate inclusive language in your classroom:

It is important to remember that language is constantly evolving. What counts as "inclusive" will vary from person to person and will change over time. The five principles below are a foundation of an inclusive mindset. The strategies and examples outlined are not the only way these principles can be enacted in the classroom but provide a starting point.

Principle #1: Be mindful of individual differences

We use two main forms of reference for people who identify within or experience some social identities, such as (dis)ability, race, or ethnicity: person-first and identity-first. It is important not to make assumptions about how an individual experiences a particular identity, or what might make someone feel marginalized. And no two people experience identity categories in the same way, it can be helpful to ask what language a person prefers or uses. Where someone might be more comfortable with person-first language (such as "a person with autism"), another may use identity-first language (perhaps they prefer "autistic person"). If you're ever unsure what language to use, just ask—and if not in a situation to ask, choose language that prioritizes and affirms people's humanity. When engaging in large group discussions, you may find that some people prefer person-first language, while others prefer identity-first. This is an opportunity to create boundaries and set expectations with students. You may want to consider using

both person-first and identity-first language at different times, and clarifying why you're doing so.

Person-First	Identity-First
a person with autism	*autistic person*
someone experiencing poverty	*poor person*
students with disabilities	*disabled students*

Principle #2: Interrogate disciplinary norms

Introducing students to disciplinary content, developing their knowledge and competence in the subject matter, often takes priority in the classroom. It is important to remember, however, that as instructors we are also helping students develop an academic identity within a discipline. Part of this responsibility includes interrogating the norms and practices of our field by asking ourselves, *who is being harmed by the common terms in our field? are these terms perpetuating stereotypes and reproducing structures of marginalization?* Asking these questions–and encouraging students to do so as well—helps us identify where our fields are using outdated language that may not reflect contemporary society. Be transparent with students about the answers; explain why you are or are not choosing to use certain language present in primary sources or other disciplinary content.

What this might look like in practice:

The texts that we will read are a product of their time and may contain derogatory language relating to minoritized identities that we would not use today. We will not speak those terms out loud in this space. Where possible, we will use individuals' names. Where not, we will use terms that are respectful and affirming of these identities.

For example: Foundational literature, historical records, and case studies may use language that can be considered offensive—racial and ethnic slurs, or other derogatory or dehumanizing forms of reference. While such language is an historical reality in many disciplines, setting a boundary between what is used in a text versus what is used in the classroom can mitigate potential harm while acknowledging problematic disciplinary norms.

Principle #3: Refer to students by their chosen name and pronouns with correct pronunciation

Names are an essential part of our identity, and using a student's chosen name and proper pronunciation is a simple way to cultivate belonging in the classroom. Using students' chosen pronouns is also a significant way to cultivate belonging for students who may be transgender, non-binary, or gender non-conforming. Switching to gender-inclusive language, such as "folks" or "everyone" instead of "ladies and gentlemen" and "you guys" likewise communicates that students' gender identities will be respected. Respect and value students' identities by using their name, pronouns, and pronunciation as they've shared it and set the expectation that students will use each other's names and pronouns as well. Be mindful, however, that gender expression can be a vulnerable topic for many students depending on where they are in their personal journey and may not be comfortable using their pronouns publicly. Invite students to share their pronouns if they are comfortable doing so. ***Research shows that students respond positively even to the attempt of using chosen names and pronouns, so don't be afraid of alienating students by making a mistake.*** And when you do, correct yourself, apologize, and move on. If students mispronounce a name or misgender a classmate, ask the affected student privately how they would like you to respond.

For example: Name tents or a similar display are an easy way to promote using students' names, even in large lecture classrooms. Provide students with a large enough surface to include their pronouns and a phonetic pronunciation if they wish.

Principle #4: Set clear expectations and boundaries

Adopting inclusive language is a first step toward cultivating an inclusive environment that supports students' academic and social development. But as instructors, we also set the tone for other classroom interactions. Communicating the expectation that the classroom will be respectful, mindful of difference and potential harm, begins with the syllabus. Consider incorporating policies that signal this intention to students, such as anti-trolling policies for online courses or a civility clause for classroom discussion, into your syllabus. You can also invite students to contribute to these policies and co-create community guidelines for how they want to engage in the classroom. In addition to setting these guidelines, it is equally important to communicate what happens when they are violated. How will incivility be handled? Ask for students to provide input on how you and they should respond to tension or harm, both in the moment and after.

For example: Consider the following sample policy:

This class is a community of learners, which means we will depend upon each other to support and inform one another. When debating issues in class, be careful to maintain a professional demeanor and to present reasoned and balanced arguments that are supported by evidence either from the readings, from lecture, or from your personal experience. Since everyone is different, everyone will have

different perceptions of what is civil and uncivil behavior, so if you are offended by something that either another student does or says, please let me know. In the same way, please let me know if you are offended by something I say or do. It is my intention to ensure this classroom is a safe place for all to voice their opinions and present cases. Please help me to do that!

Principle #5: Acknowledge intent, but own your impact

It is possible to cause harm with language that unconsciously communicates bias against historically marginalized groups. Every instructor will likely encounter microaggressions, microinsults, or microinvalidations and stereotypes at some point in their classroom. It is important to have a plan for how to respond when these moments happen, and to acknowledge and take responsibility when you yourself use language that causes unintentional harm. A key element of this mindset is recognizing the difference between intent and impact. While you or a student may not have intended to cause harm, the reality remains that someone may be harmed by our language. In classroom discussions, helping students realize when their words might have been harmful to someone else and providing ways for them to reflect on different perspectives is an effective way to build critical thinking skills and empathy. Similarly, if you as the instructor are responsible, model for students how to apologize and learn from the experience. This will communicate to students that the classroom environment is a place where people can make and learn from mistakes without being ostracized.

For example: Provide students guidelines and model effective and appropriate ways of talking about their own experiences, as well as issues that relate to specific groups of people and raising questions about important issues. Consider using phrases like:

"According to the reading…"

"In my experience…"

"I have observed…"

These phrases give all students the opportunity to share their experiences and opinions without making gross generalizations or perpetuating stereotypes and provides the groundwork for a dialogue about the limitations and opportunities of a particular experience. If a comment is made that could be insensitive or dismissive of groups (whether represented in the class or not), ask questions that prompt reflection:

- *How might that way of framing the issue misrepresent a particular group of people?*
- *How might that framing activate negative feelings about their identity for people from that specific group?*

Intentionally using inclusive language sets the tone and expectation that all voices—both those represented in the room and those in larger society—have a place in our classrooms. The principles and strategies discussed above invite everyone to participate in dialogue that encourages critical reflection and thinking while also being attentive to the different experiences students and instructors bring into the classroom.

References:

1. APA Inclusive Language Guidelines
2. Inclusive Language Guide, OHSU Center for Diversity and Inclusion
3. Guidelines for Inclusive Language, Linguistic Society of America
4. Disability Language Style Guide, National Center on Disability and Journalism
5. The Impact of Words and Tips for Using Appropriate Terminology, National Museum of the American Indian
6. Racial Equity Tools Glossary, Racial Equity Tools
7. Racial and Ethnic Identity, APA Style Guide
8. Facilitating Inclusive Dialogues, University of Notre Dame
9. Calling In and Calling Out Guide, Harvard Office for Equity, Diversity, Inclusion, and Belonging

QUESTIONS

1. What does inclusivity mean in the context of language teaching?
2. Why is inclusivity important in a language-learning environment?
3. How can a teacher create an inclusive classroom for students of different backgrounds?

4. How can teaching materials be adapted to reflect diverse cultures and identities?
5. What are some strategies for making textbooks and learning materials more inclusive?
6. How can teachers ensure that all dialects and varieties of a language are valued in the classroom?

7. What teaching techniques promote inclusivity in multilingual and multicultural classrooms?
8. How can teachers support students with different learning needs, such as disabilities or neurodivergence?
9. How can educators incorporate gender-inclusive language in teaching?
10. What role does translanguaging play in fostering inclusivity in language learning?

11. How can teachers encourage participation from students who may feel marginalized or less confident?
12. What strategies can be used to address linguistic discrimination in the classroom?
13. How can language teachers support LGBTQ+ students in their learning journey?

14. What are some common barriers to inclusivity in language teaching, and how can they be addressed?
15. How can teachers handle situations where students or parents resist inclusive practices?
16. How can educators balance inclusivity while maintaining standardized language proficiency expectations?

LECTURE II UNDERSTANDING DIVERSE LEARNERS

Key words: Accessibility Needs, Adaptive Learning, Cultural Backgrounds, Differentiated Instruction, Diverse Learning Styles, Educational Equity, English Language Learners (ELLs), Experiential Learning, Gender Identity and Expression

The term "diverse learners" often refers to students with exceptionalities and English language learners. These groups alone represent a wide range of skills, abilities and backgrounds. A broader understanding of "diverse learners" also reflects characteristics such as linguistics, culture, ethnicity, race, gender and socioeconomics.

Learning about and understanding diversity in the classroom can enhance the perspective of both prospective and developing teachers in many ways as they engage with the realities of today's classrooms.

First, today's teachers are likely to confront a range of different types of students—students with different socioeconomic backgrounds, different learning abilities/disabilities, and different ethnic or religious identities. Second, working effectively with classroom diversity is critical to promoting educational equity and optimizing both access and outcomes. Third, learning about diversity and developing strategies for working productively with those who are different entails short- and long-term benefits for students. Finally, diversity in the classroom is a teaching tool and opportunity for educational enrichment in itself.

Explore the impact of diversity in education, why diversity matters for students, and how teachers can foster diverse and inclusive learning environments.

Educational Equity

Educational equity refers to the idea that every student should have access to the necessary resources to reach their full academic potential.

Without educational equity, academic success is significantly more difficult for some students. Systemic barriers—such as housing insecurity, inadequate nutrition, and underfunded classrooms—continue to prevent students from reaching their full potential. Certain groups of students do not receive the same educational opportunities and accommodations as their peers. This can lead to a lack of diversity in the workforce, barriers to social mobility, mental health issues, and increased poverty.

When students from disadvantaged backgrounds have access to the same resources and opportunities as their more privileged peers, they are more likely to succeed academically and professionally. Educational equity is important because it prioritizes all students having the opportunity to reach their potential, regardless of their identity or circumstances.

Diversity, Culture, and Social Identities

Diversity in the classroom refers to differences in social identities. A person's age, race, socioeconomic status, gender identity, gender expression, sexual orientation, disability, and nationality all comprise a person's social identity. Our identities are intersectional and overlapping, and many aspects of our identities change over time.

Types of diversity that can be present in the classroom include:

- Ability diversity: This includes differences in students' physical, mental, and learning abilities.

- Age diversity: This includes differences in students' ages.

- Gender diversity: This includes differences in students' gender identity and expression.

- Ethnic diversity: This includes differences in race, ethnicity, national origin, and languages spoken at home.

- Religious diversity: This includes differences in belonging to and identifying with the values and/or practices of a particular religion or sect.

- Socioeconomic diversity: This includes differences in income, education levels, occupations, and housing security and stability with regard to students or their families.

- Experiential diversity: This includes differences in students' life experiences, such as immigration, military service, adoption, or foster care.

- Geographic diversity: This includes differences in students' local or regional identity and experiences based on where they live, learn, and play.

Diversity in the classroom is not limited to these examples. Individuals can belong to multiple social groups at the same time. Note that diversity is not only about visible differences. Along with the last three categories above, differences in learning styles, personality, mental health, and more are often present without being visible.

Why a Diverse Teacher Workforce Matters

Diversity in the classroom is not limited to the student population—it includes teachers, too.

The teacher workforce that supports elementary students is far less racially and ethnically diverse in the US than the students they teach, according to data published in 2021 by Pew Research Center. While the share of Asian American, Black, and Hispanic teachers has increased over the past two decades, this minor increase has not kept pace with the rapid diversification of the general US population.

For example, Pew reports that between 2017 and 2018 (the most recent study based on National Center for Education Statistics (NCES) data):

- *79 percent of US public school teachers identified as non-Hispanic White, whereas only 47 percent of all public elementary students identified this way.*

- *9 percent of US public school teachers identified as Hispanic, whereas 27 percent of public elementary students identified as Hispanic.*

- *7 percent of US public school teachers identified as Black, whereas 15 percent of public elementary students identified as Black.*

Recent empirical studies show evidence for improved learning outcomes for students who have teachers from the same racial and/or ethnic groups. According to findings synthesized by Brookings Institute in 2022, students who had a same-race teacher tended to experience educational benefits such as:

- Improved test scores
- Improved course grades
- Improved working memory
- Better attendance
- Better interpersonal self-management
- Higher likelihood of taking an advanced math class
- Higher likelihood of being selected for a gifted and talented program
- Higher likelihood to graduate from high school
- Higher likelihood to intend to enroll in college

Diversifying our educational system must therefore include increasing the representation of teachers who belong to different racial and ethnic communities. Students of color deserve to have the opportunity to learn from teachers who may share similar cultural experiences as them.

What Are 5 Strategies for Teaching Diverse Learners?

The following is a look at five best practices for developing instructional activities that meet the needs of your classroom's wide diversity of learners.

1. Practical Accommodations

Individualized Education Programs and 504 plans ensure that educators meet the needs of students with disabilities. Yet, these documents can be overwhelming initially, especially for new teachers. The following suggestions for planning instruction can help improve diverse learning efforts.

- Make "*checking for understanding*" a classroom routine when providing instructions. As they begin an assignment, check in with individuals and small groups, asking questions such as, "What do you need to do first?" and "What comes next?"

- Provide access to notes for all students through Google Classroom or another classroom management tool.
- Offer spaces for group work and create flexible work areas to help meet a student's need to reduce distractions.

2. Increase Accessibility

Today's students have grown up with technology. But, as the following examples show, technology-enhanced learning can help meet the needs of all students.

[Listenwise](#): This platform features thousands of curriculum-aligned podcasts with scaffolded lessons to support differentiated instruction for English Language Learners (ELLs). [Science educators](#) will find podcasts on topics as diverse as the science of stress, virus-detecting dogs and wildfires in the Arctic. Pairing audio with transcripts promotes comprehension at higher levels.

[Flipgrid](#): This popular video discussion platform includes features such as closed captioning, video with text and Immersive Reader to help ensure an inclusive environment for diverse learners.

3. Culturally Responsive Teaching

[Understood](#) defines culturally responsive teaching as a research-based approach that "leverages students' assets — their cultures, languages, and life experiences — to create rigorous, student-centered instruction." Moreover, the [National Science Teaching Association](#) (NSTA) notes, "What makes these such effective strategies for the intended group also enhances learning opportunities for all."

Textbooks often lack representation of diverse groups, but science educators might use Flipgrid's Guest Mode to bring outside experts into class discussions. With diverse representation, this approach can make learning more relevant and allow all students to see themselves as scientists.

4. Project-Based Learning

Differentiated instruction is key to meeting the needs of diverse learners. Project-based learning (PBL) is an effective way to differentiate learning in science or STEM classes.

PBLWorks defines [project-based learning](#) as "a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge."

Students can work in teams and individually throughout a class project. PBLWorks also offers a library of projects such as "*Ultimate Design Challenge*," which engages students in using science and *math concepts* to redesign a product's packaging for *sustainability*. Teachers can also create their own projects.

5. Formative Assessment

Formative assessment drives differentiated instruction. Unlike summative assessments such as final exams and papers, the ongoing formative assessment process helps identify where students are succeeding and where they need more guidance. Examples include:

- Use pre-assessments to check prior knowledge, then scaffold instruction accordingly.
- Listen in as small groups work on an investigation or project.
- Have students respond in writing or with drawings to questions such as "What was the most important idea in today's lesson, and why?" using the *minute-paper* approach.

Teaching Diversity in the Classroom

Valuing *inclusion in the classroom* can help to create a more respectful learning environment for everyone.

Students can be taught as early as pre-school and elementary school how to use accurate terms to describe their own social identity. For example, a child can proudly affirm that they are both Black and Korean American, having a mother who is a Black woman from Chicago and a father who is a Korean man from Busan. Likewise, a child can proudly affirm simply having two mothers or two fathers.

Students should also learn to celebrate and respect people from cultures different from their own. Diversity is crucial for elementary school students to learn about because it helps them to appreciate the differences among people and cultures. In a rapidly diversifying world, students deserve educators and educational resources that teach diversity in the classroom and affirm the importance of inclusion, respect, and justice for all.

Learning about diversity from an early age can lead to more inclusive and respectful interactions with others and can also help students develop a sense of empathy and understanding for people who may have different experiences or perspectives.

Kids often express a natural curiosity toward the food, sports, art, clothes, games, toys, and dances of different cultures. This openness and enthusiasm for learning

from and about people who are different is something teachers must encourage and nurture.

Students who learn to appreciate and support members of diverse groups as children can grow up to be strong leaders of diverse and inclusive communities.

References:

1. American Psychological Association, The Benefits of Diversity Education
2. Brookings, "It Matters Now More than Ever: What New Developments Say about Teacher Diversity and Student Success"
3. Edutopia, "A Troubling Lack of Diversity in Educational Materials"
4. Education Trust, "Educators of Color Make the Case for Teacher Diversity"
5. Introduction to Comparative Government and Politics, "What is Religious Identity?"
6. National Equity Project, Educational Equity Definition
7. Pew Research Center, "U.S. Public School Teachers Much Less Racially Diverse than Students"
8. ProAct Indy, Why is Diversity Important in Schools?
9. New America, "The Representation of Social Groups in U. S. Educational Materials and Why it Matters"

QUESTIONS

1. What does "diverse learners" mean in the context of education?
2. Why is it important for educators to understand diverse learners?
3. How do cultural backgrounds impact learning styles and experiences?
4. What are some common misconceptions about diverse learners

5. What are the different types of learning diversity (e.g., cognitive, linguistic, socio-economic, cultural)?
6. How do learning disabilities affect students' ability to process information?
7. What role does neurodiversity play in education?
8. How can language barriers affect a student's academic success?

10. How does socio-economic status impact learning opportunities?
11. What are some effective teaching strategies for supporting diverse learners?
12. How can differentiated instruction help in addressing diverse learning needs?
13. What is Universal Design for Learning (UDL), and how does it support diverse learners?
14. How can technology be used to support students with different learning needs?
15. How can teachers create an inclusive classroom environment?

15. What challenges do teachers face when working with diverse learners?
16. How can teachers overcome bias when teaching diverse learners?
17. What role does emotional intelligence play in understanding diverse learners?
18. How can collaboration between teachers, parents, and the community support diverse learners?
19. What policies or laws protect the rights of diverse learners in education?

20. How can assessments be adapted for diverse learners?
21. What are some alternative methods to evaluate student learning effectively?
22. How can educators ensure that assessments are fair and equitable for all students?
23. What is the role of formative assessment in supporting diverse learners?

V. AMALIY MASHG'ULOTLAR
SESSION I BARRIERS TO LANGUAGE LEARNING

Key words: Language Anxiety, Fear of Making Mistakes, Lack of Confidence, Motivation Deficiency, Cognitive Overload, Learning Disabilities (e.g., Dyslexia, ADHD), Memory Retention Issues, Age-Related Factors, Pronunciation Difficulties, Grammar Complexity, Vocabulary Limitations, Syntax Differences, Phonetic Challenges, False Cognates, Lack of Exposure to Native Speakers

Language learning is a complex process influenced by cognitive, social, and environmental factors. Many learners face barriers that hinder their ability to acquire and use a new language effectively. These barriers can be categorized into linguistic, psychological, social, and instructional challenges.

1. Linguistic Barriers

1.1. Differences Between Native and Target Language

Learners struggle when their native language (L1) and the target language (L2) have significant differences in grammar, phonetics, and syntax. For example, English learners from Chinese backgrounds may find difficulties with articles (a, an, the), which do not exist in Chinese (Odlin, 1989).

1.2. Pronunciation and Phonetic Challenges

Certain sounds in a second language may not exist in a learner's native language, making pronunciation difficult. For example, Japanese learners often struggle with distinguishing between "r" and "l" sounds in English (Flege, 1995).

1.3. Vocabulary and Idiomatic Expressions

Learning a new set of vocabulary, idioms, and slang can be overwhelming. Many English idioms (e.g., "spill the beans") are not directly translatable, creating confusion for learners (Nation,

2001).

2. Psychological Barriers

2.1. Language Anxiety

Learners may fear making mistakes, leading to hesitation in speaking or writing. Horwitz et al. (1986) describe "foreign language anxiety" as a key factor that reduces learners' confidence and performance.

2.2. Lack of Motivation

Intrinsic (personal interest) and extrinsic (grades, job prospects) motivation impact language learning. Learners without clear goals often struggle to stay engaged (Gardner, 1985).

2.3. Low Self-Esteem and Fear of Negative Evaluation

Some learners hesitate to practice their language skills due to fear of being judged, which hinders fluency development (MacIntyre & Gardner, 1991).

3. Social and Cultural Barriers

3.1. Limited Exposure to the Target Language

Language acquisition is harder when learners have little contact with native speakers or real-world usage (Krashen, 1982).

3.2. Cultural Differences

Differences in communication styles, politeness norms, and non-verbal cues can create misunderstandings. For example, in some Asian cultures, avoiding direct eye contact is a sign of respect, while in Western cultures, it may be seen as a lack of confidence (Scollon & Scollon, 1995).

3.3. Lack of Social Support

Learners without support from family, peers, or teachers may struggle to stay motivated. Social integration plays a crucial role in language acquisition (Norton, 2000).

4. Instructional Barriers

4.1. Ineffective Teaching Methods

Traditional rote memorization and grammar-translation approaches may not engage learners effectively. Modern communicative approaches are often more effective (Richards & Rodgers, 2001).

4.2. Lack of Resources and Technology

Limited access to language learning materials, native speaker interactions, or digital tools (e.g., language apps, online courses) can slow progress (Chapelle, 2001).

4.3. Large Class Sizes and Limited Teacher Attention

In crowded classrooms, learners receive less individualized attention, making it difficult to address specific challenges (Ellis, 2008).

Conclusion

Language learning barriers are multifaceted, involving linguistic, psychological, social, and instructional challenges. To overcome these obstacles, learners should adopt effective strategies such as immersive learning, active communication practice, and leveraging technology. Educators can also enhance language learning by using interactive methods, providing social support, and creating a positive learning environment.

It is well known that much attention is paid to the development of foreign language skills in students. It is worth noting the fact that the Ministry of Education deals not only with language subjects, but also such subjects as mathematics, physics, chemistry, biology and many others. It should be recognized that not all students succeed in mastering a non-native and unfamiliar language. In addition to grammar, many learners struggle with mastering the vocabulary of the language they are learning. Mastery of English depends on the knowledge of the vocabulary that learners possess. Although vocabulary development is crucial, it causes many dilemmas, especially for non-native English speakers. Vocabulary is a major component of language proficiency and provides much of the foundation of how learners speak, listen, read, and write. With limited vocabulary and strategies for acquiring new vocabulary, learners can often be denied the most common language learning opportunities around them, such as listening to native speakers or radio, using language in another context, reading, or watching television. In order to realize their language learning potential. The expressive means of language, such as phonetic means, morphological forms, word-formation means, and lexical, phraseological, and syntactic forms, should be considered and given fairly close attention when enriching vocabulary.

Before suggesting ways to solve language-learning tips, one should consider the root of these problems with language learning, so these are the main problems:

- Stuttering
- Hearing loss
- Dysphonia
- Articulation disorders
- Expressive language disorder
- Receptive language disorder
- Doubt about your abilities
- Lack of practice opportunities
- Fear of speaking with strangers
- Loss of Motivation
- Expecting it to be easy

- Peer pressure

- Experience

- Fear of failure

- Lack of self-esteem

- Lack of goals

- Course format

- Poor learner experience

Moreover, it is poor vocabulary. The richer your vocabulary, the easier it is to express your thoughts to the interlocutor, all other things being equal. With a narrow vocabulary, it will be more difficult for you to express yourself, as well as understand the words of an Englishspeaking friend.

Poor knowledge of grammar. Of course, even knowing the times of the Simple group will already allow you to chat on some simple topics. However, if you want to convey your thoughts to the interlocutor more accurately, the study of more complex grammatical structures cannot be avoided. In addition, in order to perceive English speech by ear in full, you need to understand the intricacies of English grammar.

Lack of practice. If you only speak English for a couple of hours a month and listen for half an hour a week, the appearance of a language barrier should not surprise you. For the systematic development of any skill, whether it be speaking or listening to speech, regular English lessons are needed. Based on the experience of our school, we recommend studying with a teacher at least 2-3 times a week for 60-90 minutes and learning English on your own every day for at least 20-30 minutes. Remember how people learn to drive a car: in order to feel confident behind the wheel, you need to constantly practice. One session a week will not bring the desired result.

Students with poor or limited vocabulary are likely to perform poorly in a variety of subjects related to language skills, linguistics, literature, and translation at the university level of education. This case study focuses on examining the problems or challenges that English language learners face in learning vocabulary at various educational institutions throughout Uzbekistan.

Tips to overcome the language barriers:
- ✓ Don't worry if the grammar isn't perfect...
- ✓ Don't be afraid to take a pause in the dialogue to formulate a sentence to yourself...
- ✓ Feel free to accent...
- ✓ Immerse yourself in the language through movies and music...
- ✓ Don't worry if you don't know enough words...

In addition, it also suggests some vocabulary learning strategies to minimize potential problems related to vocabulary comprehension. The data collected through a survey of responses from 25 student participants randomly selected from different levels of English, such as elementary, elementary, intermediate, intermediate, and above advanced. This study was based on an online questionnaire.

The results of the survey showed that students face a number of problems in learning vocabulary, such as fully knowing the meanings of new words, pronouncing new words according to the British and American way of pronunciation, using new words naturally and correctly, remembering and writing new vocabulary, different word forms such as noun,adjective, and verb with words such as: (work, employment, worker, employer, employed,unemployed), etc., and another problem that students face Another not insignificant factor is the improper selection of words for rote learning.Vocabulary research can be completely divided into three topics, such as selection (prioritization), acquisition (learning), and testing (evaluation). Word selection is one of the most important factors leading to success in learning a foreign language.

Before memorizing certain words that students encounter when reading any material, they should first consider three main factors: first, whether the word is appropriate for their level, second, whether the student knows a simpler form or synonym, and finally, how often the word is used. word, regardless of whether the word is on the list of frequently used words, which these days can be represented by an asterisk next to the word in most modern dictionaries, in short, how active or passive the word is to encourage students to teach.We must remember the fact that languages are productive; they are constantly creating and adding new words to their vocabulary, and that makes it a little more complex.

Consequently, any old-fashioned words should be ignored to a certain level. The experience of language learning has taught many of us to find and use a strategy of guessing the meaning of invisible vocabulary based on context. To expand their vocabulary, learners need to be able to see and hear new words repeatedly through various activities they are likely to otherwise forget, and this can be done in many possible ways, such as immersing themselves in an English speaking environment, publishing a hard - memorizing words on the most prominent places suchas the refrigerator, computer or laptop, or having daily chats with friends only in the language they are trying to learn. Instructions given by the tutor in their classes can also be applied to this process. Teachers should avoid using the native language as much as possible and help students feel and participate as actively as possible in the process of learning English.

So, in conclusion, we can be more than confident that much depends on the learners themselves, especially when it comes to vocabulary learning, because it definitely has to do with the tactics and strategies that learners employ, and in addition, learners should be constantly reminded that

any language learning is a step-by-step process.

1. What is Language Learning?

- Definition: The process of acquiring the ability to understand, speak, read, and write in a new language.
- Importance: Language learning enhances communication, cultural understanding, career opportunities, and cognitive skills.
- Key Challenge: Every learner faces unique difficulties in mastering a new language.

2. Why Do Some Learners Struggle?

- Language learning is a complex process influenced by cognitive, linguistic, social, emotional, and environmental factors.
- Identifying barriers helps educators and learners develop effective strategies to overcome them.

Main Barriers to Language Learning (20 minutes)

1. Cognitive & Psychological Barriers

- **Language Anxiety** – Fear of making mistakes or being judged.
- **Lack of Confidence** – Feeling incapable of learning a new language.
- **Low Motivation** – Lack of personal or professional reasons to learn.
- **Memory Retention Issues** – Difficulty recalling vocabulary or grammar rules.
- **Age Factor** – Young learners often acquire languages faster than adults.
- **Learning Disabilities** – Dyslexia, ADHD, and other cognitive challenges can hinder progress.

2. Linguistic Barriers

- **Pronunciation Difficulties** – Some sounds may not exist in a learner's native language.
- **Grammar Complexity** – Different sentence structures and tenses can be confusing.
- **Vocabulary Limitations** – Struggles with memorizing and using new words.
- **False Cognates** – Words that look similar in two languages but have different meanings.
- **Lack of Native Exposure** – Limited opportunities to hear and use the language.

3. Environmental & Social Barriers

- **Limited Immersive Environment** – Not enough exposure to the target language outside the classroom.
- **Lack of Practice Opportunities** – Few chances to speak or write in real-life situations.
- **Cultural Differences** – Fear of offending others due to unfamiliar customs.
- **Peer Pressure & Stereotypes** – Fear of being judged by others while speaking.
- **Family & Community Support** – Lack of encouragement or resources at home.

4. Educational & Institutional Barriers

- **Ineffective Teaching Methods** – Relying too much on rote memorization instead of interactive learning.
- **Rigid Curriculum** – A "one-size-fits-all" approach that ignores individual learning needs.
- **Large Class Sizes** – Less individual attention and speaking opportunities.
- **Lack of Personalized Learning** – No adaptation for different learning styles.
- **Assessment Bias** – Testing methods that do not reflect real communication skills.

5. Technological & Economic Barriers

- **Limited Access to Technology** – Some learners may not have access to online learning tools.
- **High Cost of Language Programs** – Private tutoring, courses, and resources can be expensive.
- **Digital Divide** – Unequal access to language learning apps, videos, and e-books.
- **Over-reliance on Technology** – Some learners struggle without face-to-face interaction.

Overcoming Language Learning Barriers (15 minutes)

1. Cognitive & Psychological Strategies

- **Building Confidence** – Encourage a growth mindset and celebrate small achievements.
- **Reducing Anxiety** – Create a supportive learning environment with positive reinforcement.
- **Improving Memory** – Use mnemonic devices, repetition, and real-life associations.
- **Boosting Motivation** – Set personal goals and connect learning to real-life benefits.

2. Linguistic Strategies

- **Practice Pronunciation** – Listen to native speakers and use language apps like Duolingo, Babbel, or Pimsleur.
- **Grammar in Context** – Learn through storytelling, conversation, and immersion.
- **Expanding Vocabulary** – Use flashcards, labeling objects, and learning in small chunks.

3. Environmental & Social Strategies

- **Create an Immersive Environment** – Watch movies, listen to music, and read books in the target language.
- **Practice Conversations** – Find language exchange partners or join online communities.
- **Embrace Cultural Learning** – Engage with the customs and traditions of the target language.

4. Educational & Institutional Strategies

- **Personalized Learning** – Adapt lessons to suit different learning styles.
- **Interactive Methods** – Use games, role-playing, and group activities for engagement.
- **Effective Assessments** – Focus on communication skills rather than just written tests.

5. Technological & Economic Strategies

- **Free Learning Resources** – Utilize free apps, YouTube tutorials, podcasts, and online courses.
- **Blended Learning** – Combine digital tools with face-to-face practice.
- **Community-Based Learning** – Join language clubs, public library programs, or volunteer groups.

Conclusion & Q&A (10–15 minutes)

Key Takeaways

- Language learning barriers include **cognitive, linguistic, social, educational, and economic challenges**.
- Overcoming these barriers requires **confidence, practice, motivation, and the right learning strategies**.
- Learners should seek out **support systems, immersive experiences, and modern technology** to improve language acquisition.

Discussion Questions

1. Which barrier do you think is the most challenging to overcome, and why?
2. Have you faced any of these barriers in your own language learning journey?
3. What strategies do you think work best for overcoming linguistic challenges?

QUESTIONS

1. How does language anxiety affect a learner's ability to acquire a new language?
2. What role does motivation play in language learning, and how can it be improved?
3. How do cognitive factors, such as memory and processing speed, influence language acquisition?
4. In what ways do learning disabilities (e.g., dyslexia, ADHD) create challenges in language learning?
5. Does age affect the ability to learn a new language, and if so, how?

6. How do differences in grammar and syntax between the native and target language create difficulties for learners?
7. What are the main pronunciation challenges faced by language learners?
8. How do false cognates and idiomatic expressions cause confusion in language learning?
9. What strategies can help learners expand their vocabulary more effectively?
10. How does the lack of exposure to native speakers hinder language fluency?

11. How does a lack of an immersive language environment affect language acquisition?
12. What impact does peer pressure or fear of embarrassment have on language learners?
13. How do cultural differences shape the way individuals learn and use a new language?
14. In what ways does family and community support contribute to successful language learning?
15. How can social interactions and real-world practice improve language learning?

16. How do ineffective teaching methods impact students' language learning progress?
17. What are the challenges of learning a language in a large classroom setting?
18. How can educators design assessments that are fair and supportive for diverse language learners?
19. How does a rigid curriculum limit the effectiveness of language education?
20. How can schools and institutions provide more inclusive and accessible language learning opportunities?

SESSION 2 DIFFERENTIATED INSTRUCTION STRATEGIES

KEY WORDS: Differentiation, Individualized Learning, Student-Centered Learning, Flexible Teaching, Personalized Instruction, Adaptive Learning, Inclusive Education, Scaffolding, Universal Design for Learning (UDL), Equity in Education, Content Differentiation (What students learn), Process Differentiation (How students learn), Product Differentiation

(How students demonstrate learning), Learning Environment Differentiation (Where and with whom students learn), Content Differentiation Strategies

Differentiated instruction involves teaching in a way that meets the different needs and interests of students using varied course content, activities, and assessments.

Teaching differently to different students

Differentiated Instruction (DI) is fundamentally the attempt to teach *differently* to different students, rather than maintain a one-size-fits-all approach to instruction. Other frameworks, such as Universal Design for Learning, enjoin instructors to give students broad choice and agency to meet their diverse needs and interests. DI distinctively emphasizes instructional methods to promote learning for students entering a course with different readiness for, interest in, and ways of engaging with course learning based on their prior learning experiences (Dosch and Zidon 2014).

Successful implementation of DI requires ongoing training, assessment, and monitoring (van Geel et al. 2019) and has been shown to be effective in meeting students' different needs, readiness levels, and interests (Turner et al. 2017). Below, you can find six categories of DI instructional practices that span course design and live teaching.

While some of the strategies are best used together, not all of them are meant to be used at once, as the flexibility inherent to these approaches means that some of them are diverging when used in combination (e.g., constructing homogenous student groups necessitates giving different types of activities and assessments; constructing heterogeneous student groups may pair well with peer tutoring) (Pozas et al. 2020). The learning environment the instructor creates with students has also been shown to be an important part of successful DI implementation (Shareefa et al. 2019).

Differentiated Assessment

Differentiated assessment is an aspect of Differentiated Instruction that focuses on tailoring the ways in which students can demonstrate their progress to their varied strengths and ways of learning. Instead of testing recall of low-level information, instructors should focus on the use of knowledge and complex reasoning. Differentiation should inform not only the design of instructors' assessments, but also how they interpret the results and use them to inform their DI practices.

More Team Project Ideas

Steps to consider

There are generally considered to be six categories of useful differentiated instruction and assessment practices (Pozas & Schneider 2019):

- Making assignments that have tasks and materials that are qualitatively and/or quantitatively varied (according to "challenge level, complexity, outcome, process, product, and/or resources") (IP Module 2: Integrating Peer-to-Peer Learning)
  It's helpful to assess student readiness and interest by collecting data at the beginning of the course, as well as to conduct periodic check-ins throughout the course (Moallemi 2023 & Pham 2011)
- Making student working groups that are intentionally chosen (that are either homogeneous or heterogeneous based on "performance, readiness, interests, etc.") (IP Module 2: Integrating Peer-to-Peer Learning)
  Examples of how to make different student groups provided by Stanford CTL (Google Doc)
- Making tutoring systems within the working group where students teach each other (IP Module 2: Integrating Peer-to-Peer Learning)
  For examples of how to support peer instruction, and the benefits of doing so, see for example Tullis & Goldstone 2020 and Peer Instruction for Active Learning (LSA Technology Services, University of Michigan)
- Making non-verbal learning aids that are staggered to provide support to students in helping them get to the next step in the learning process (only the minimal amount of information that is needed to help them get there is provided, and this step is repeated each time it's needed) (IP Module 4: Making Success Accessible)
  Non-verbal cue cards support students' self-regulation, as they can monitor and control their progress as they work (Pozas & Schneider 2019)
- Making instructional practices that ensure all students meet at least the minimum standards and that more advanced students meet higher standards, which involves monitoring students' learning process carefully (IP Module 4: Making Success Accessible; IP Module 5: Giving Inclusive Assessments)
  This type of approach to student assessment can be related to specifications grading, where students determine the grade they want and complete the modules that correspond to that grade, offering additional motivation to and reduced stress for students and additional flexibility and time-saving practices to instructors (Hall 2018)
- Making options that support student autonomy in being responsible for their learning process and choosing material to work on (e.g., students can choose tasks, project-based learning, portfolios, and/or station work, etc.) (IP Module 4: Making Success Accessible)
  This option, as well as the others, fits within a general Universal Design Learning framework, which is designed to improve learning for everyone using scientific insights about human learning

1. Core Principles of Differentiated Instruction

According to Carol Ann Tomlinson (2001), differentiated instruction is based on the following principles:

1. Student-Centered Learning – Instruction should be tailored to students' needs and learning preferences.

2. Flexible Grouping– Students work in varied groups based on skills, interests, or learning styles.

3.Ongoing Assessment and Adjustment – Continuous assessment informs teaching strategies and adaptations.

4.Respectful Tasks – All students engage in challenging and meaningful learning experiences.

2 Key Differentiation Areas

Teachers can differentiate instruction in four primary areas:

2.1. Content (What Students Learn)

Adjusting what students learn based on readiness, interests, and learning styles.

Strategy: Tiered Assignments – Assignments with varying levels of difficulty to match student readiness.

-Example: In a history class, advanced students analyze primary sources, while struggling students work with simplified texts.

- Strategy: Learning Contracts – Agreements between teachers and students outlining learning objectives.

- Example: A student interested in robotics may complete an independent research project instead of a standard assignment.

2.2. Process (How Students Learn)

Providing multiple ways for students to engage with the material.

- **Strategy:** Flexible Grouping – Students work in different groups based on their learning needs.

- **Example:** A math class may use ability-based groups for skill practice but mix groups for collaborative projects.

- **Strategy:** Learning Stations – Different stations with varied activities based onl earning styles.

- Example:In a science class, one station focuses on reading, another on hands-on experiments, and another on videos.

2.3. Product (How Students Demonstrate Learning)

Allowing students to show understanding in different ways.

- Strategy:Choice Boards – A menu of assignment options catering to different strengths.

- Example:** A literature unit allows students to write an essay, create a comic strip, or perform a dramatic reading.

- Strategy: RAFT (Role, Audience, Format, Topic) – Encourages creative responses.

- Example:** In a social studies lesson, students might write a letter from the perspective of a historical figure.

2.4. Learning Environment (Where Learning Happens)**

Adjusting the classroom environment to enhance learning.

- Strategy: Flexible Seating – Providing varied seating options to support comfort and focus.

- Example: Students choose between sitting at desks, using standing desks, or sitting on the floor with clipboards.

- Strategy: Classroom Layout Adaptations – Arranging space to support collaboration and independence.

- Example: A reading corner for independent learners and group tables for team projects.

3. Strategies for Differentiated Instruction**

3.1. Readiness-Based Differentiation**

- Pre-Assessment: Identify student strengths and weaknesses before instruction.

- Tiered Assignments: Design assignments with varying complexity levels.

- Scaffolding: Provide extra support to struggling students and remove it as they progress.

3.2. Interest-Based Differentiation

- Interest Surveys: Gather information on student preferences.

- Project-Based Learning (PBL): Students work on projects based on personal interests.

-Genius Hour:Allow students to explore topics of personal interest for a portion of the school day.

3.3. Learning-Profile Differentiation

- Multiple Intelligences Approach (Gardner, 1983): Tailor instruction to linguistic, spatial, kinesthetic, or other intelligence strengths.

-Varied Instructional Methods: Use lectures, visual aids, hands-on activities, and discussions.

- Technology Integration: Provide access to videos, interactive simulations, and digital tools.

Benefits of Differentiated Instruction

1. Improved Student Engagement– Lessons cater to individual interests and learning styles.

2.Better Academic Performance – Personalized learning helps students progress at their own pace.

3. Increased Confidence and Motivation – Students feel valued and supported.

4. Inclusive Learning Environment – Supports diverse learners, including those with disabilities and English Language Learners (ELLs).

Differentiated instruction is essential for meeting the diverse needs of students. By adjusting content, process, product, and learning environment, educators can create an inclusive and engaging classroom. While implementing differentiation can be

challenging, the benefits far outweigh the difficulties, leading to better student outcomes and more meaningful learning experiences.

1. What is Differentiated Instruction?

- Definition: Differentiated instruction is a teaching approach that tailors instruction to meet the diverse needs of students.
- Importance: Every student has unique learning needs, abilities, and interests, and differentiated instruction helps address these differences.
- Key Principle: **Fair is not always equal**—differentiation ensures every student gets what they need to succeed.

2. Why is Differentiated Instruction Important?

- Supports diverse learning styles (visual, auditory, kinesthetic, etc.).
- Helps students with different readiness levels and learning speeds.
- Encourages engagement and motivation.
- Promotes inclusivity and equity in education.

Core Components of Differentiated Instruction (15 minutes)

Tomlinson's Model of Differentiation includes four key areas:

1. Content Differentiation (What students learn)

- Adjusting the complexity of the material.
- Providing multiple resources (textbooks, videos, articles, etc.).
- Using tiered assignments (different levels of difficulty).
- Implementing learning contracts (students set their own learning goals).

2. Process Differentiation (How students learn)

- **Flexible Grouping** – Group students based on learning styles or skill levels.
- **Learning Stations** – Students rotate through different activities.
- **Scaffolding** – Gradually reduce support as students gain confidence.
- **Choice Boards** – Students select tasks that match their interests and abilities.

3. Product Differentiation (How students demonstrate learning)

- Allow students to showcase learning in different ways:
    - Essays, presentations, videos, portfolios, artwork, debates, experiments, etc.
- Encourage student choice in assessments.
- Use rubrics to ensure fairness and consistency in grading.

4. Learning Environment Differentiation (Where students learn)

- **Flexible seating** – Different setups for collaborative or independent work.
- **Quiet areas** – Spaces for focused study.
- **Technology integration** – Online resources, adaptive software, and gamification.
- **Culturally responsive learning spaces** – Incorporate diverse perspectives and materials.

Practical Strategies for Implementation (15 minutes)

1. Pre-Assessment & Ongoing Assessment

- Use diagnostic tests, quizzes, and student surveys to understand readiness.
- Formative assessments (exit tickets, reflections) to track progress.
- Summative assessments that allow for multiple ways of demonstrating learning.

2. Strategies for Managing Differentiation

- **Plan ahead:** Create tiered lesson plans with different difficulty levels.
- **Use technology:** Platforms like Google Classroom, Kahoot, and Quizlet support differentiation.
- **Collaborate:** Work with special education teachers and colleagues for additional support.
- **Train students:** Teach them how to take ownership of their learning (self-paced learning, goal setting).

3. Addressing Challenges

- **Time Management:** Start small, gradually implementing strategies.
- **Classroom Management:** Set clear expectations for group work and independent study.
- **Assessment Fairness:** Use rubrics and self-assessment tools to ensure grading consistency.

Conclusion & Q&A (10–15 minutes)

Summary of Key Points

- Differentiated instruction **adapts content, process, product, and environment** to meet student needs.

- It enhances **student engagement, understanding, and performance** across diverse learners.
- Effective differentiation requires **planning, flexibility, and the use of assessments** to guide instruction.

Discussion Questions

1. What are some barriers teachers face in implementing differentiated instruction?
2. How can technology support differentiation in the classroom?
3. Can you think of an example of differentiation you have experienced or used?

1. What is differentiated instruction, and why is it important in modern classrooms?
2. How does differentiated instruction promote inclusivity and equity in education?
3. What are the main principles of differentiated instruction?
4. How can teachers effectively implement differentiated instruction without overwhelming themselves?

5. How can teachers modify content to meet the needs of diverse learners?
6. What are some effective ways to use tiered assignments in differentiated instruction?
7. How can choice boards be used to give students control over their learning?

9. What role does curriculum compacting play in differentiated instruction?
10. How can flexible grouping be used to support different learning styles?
11. What are some effective ways to use peer teaching in a differentiated classroom?
12. How does blended learning support differentiated instruction?

13. How can teachers use project-based learning (PBL) to accommodate diverse student needs?
14. Why is it important to offer students multiple ways to demonstrate their understanding?
15. How can teachers assess student learning without relying solely on traditional tests?
16. What are some creative ways to allow students to showcase their learning?

17. How can teachers ensure fairness in assessment when using differentiated strategies?
18. What strategies can help create a supportive and inclusive learning environment?

19. How can classroom management be adapted to support differentiated instruction?

21. How does differentiated instruction benefit students with special needs or learning disabilities?
22. How can formative assessments be used to guide differentiated instruction?
23. What are some strategies for providing effective feedback in a differentiated classroom?
24. How can teachers use self-assessment and peer assessment to support learning?
25. What role does technology play in facilitating differentiated instruction?

SESSION 3. ASSESSMENT AND EVALUATION

Key words: Inclusivity, Equity, Diversity, Accessibility, Fairness,Bias-Free, Universal Design for Learning (UDL), Accommodations, Differentiation, Cultural Responsiveness, Alternative Assessment, Formative Assessment, Flexible Assessment, Personalized Learning, Multiple Means of Representation,, Assistive Technology, Extended Time, Modified Formats, Screen Readers

Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students." It is analogous to evaluation, judgment, rating, appraisal, and analysis. (Great Schools Partnership, 2015)
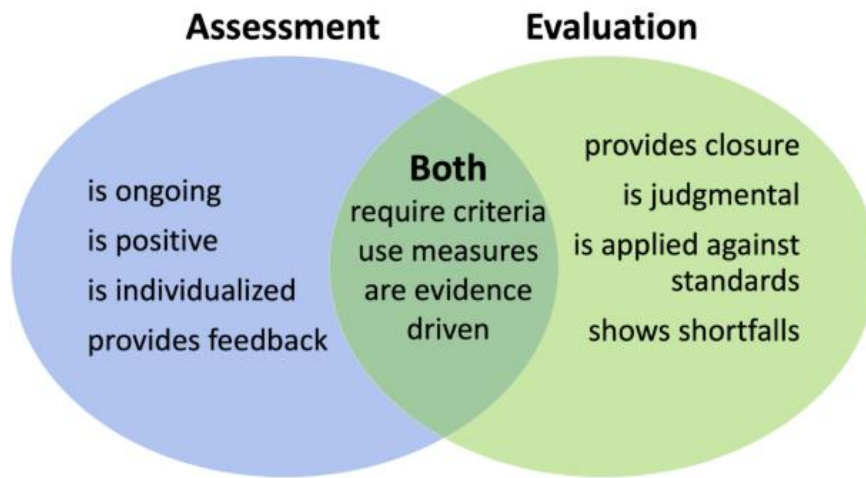
Although the terms assessment and evaluation are often used synonymously, they are in fact distinctive and different. The intent of assessment is to measure effectiveness; evaluation adds a value component to the process. A teacher may assess a student to ascertain how well the individual successfully met the learning target. If, however, the measurement is used to determine program placement, for example with a special education program, honors club, or for Individual Educational Program documentation, the assessment constitutes an evaluation.

What is Assessment?

Assessment refers to the process of collecting and analyzing evidence to measure and evaluate learning progress and achievement. It involves gathering data about individuals or groups to determine the level of knowledge, skills, or understanding they have attained. Assessment can take various forms, such as tests, quizzes, projects, presentations, or portfolios. The primary purpose of assessment is to provide feedback and support the improvement of learning outcomes. It helps identify areas where learners excel and areas that require further development.

What is Evaluation?

Evaluation is a systematic process of collecting and analyzing data to determine the effectiveness, quality, and impact of educational programs, policies, or interventions. It involves examining the outcomes, processes, and overall performance of a system to make informed decisions and drive improvements. Evaluation utilizes a range of data collection methods, including observations, surveys, interviews, document reviews, and statistical analysis. Its primary goal is to assess the extent to which objectives have been achieved and provide evidence-based recommendations for program enhancement.

Key Differences between Assessment and Evaluation:

1. Assessment focuses on measuring learning progress and achievement, while evaluation focuses on making judgments and decisions based on collected data.

2. Assessment is primarily formative in nature, providing ongoing feedback, while evaluation is primarily summative, providing an overall judgment.

3. Assessment is often individual-focused, aiming to improve learning and performance, whereas evaluation is system-focused, aiming to improve educational programs and policies.

4. Assessment involves the use of tests, quizzes, and structured methods, while evaluation employs multiple data collection methods such as observations, surveys, and interviews.

5. Assessment informs instructional decisions and supports individualized learning, while evaluation informs policy decisions and influences program development.

6. Assessment emphasizes the process of learning and growth, while evaluation emphasizes the outcomes and results achieved.

7. Assessment is typically conducted by teachers or instructors, whereas evaluation is conducted by external evaluators or a team of experts.

8. Assessment focuses on specific learning objectives or competencies, while evaluation examines the overall impact and effectiveness of an educational system.

9. Assessment is used to inform teaching and learning strategies, while evaluation is used to guide strategic planning and resource allocation.

10. Assessment is often used to identify strengths and weaknesses of individuals or groups, whereas evaluation is used to determine the effectiveness and quality of programs or interventions.

Advantages of Assessment

1. Provides feedback to learners, enabling them to identify their strengths and weaknesses.

2. Helps teachers and instructors tailor their instructional strategies to meet the needs of individual learners.

3. Promotes student engagement and motivation by setting clear learning objectives.

4. Assists in identifying gaps in knowledge or understanding and informs targeted interventions.

5. Supports the identification of gifted or talented students who may require additional challenges or enrichment.

6. Facilitates the identification of learning disabilities or special educational needs.

7. Allows for the monitoring of progress over time and tracking of individual or group achievements.

8. Promotes reflective practice among learners, encouraging self-assessment and self-directed learning.

9. Provides a basis for recognizing and rewarding student achievements.

10. Supports the process of grading and reporting student performance accurately and fairly.

Disadvantages of Assessment

1. High-stakes assessments may lead to increased stress and anxiety among learners.
2. Overemphasis on assessments may result in a narrow focus on test preparation rather than deep learning.
3. Assessments may not capture the full range of students' abilities or intelligences.
4. Limited assessment formats may not cater to diverse learning styles or preferences.
5. Time-consuming nature of grading assessments can be burdensome for teachers.
6. The pressure to perform well on assessments may lead to a "teaching to the test" approach.
7. Assessments may not accurately measure complex skills such as creativity or critical thinking.
8. High-stakes assessments can create a competitive rather than collaborative learning environment.
9. Assessment scores alone may not provide a comprehensive view of student learning.
10. Assessments may be influenced by factors such as bias, cultural differences, or socioeconomic status.

Advantages of Evaluation

1. Helps stakeholders make informed decisions based on evidence and data.
2. Provides a comprehensive view of the effectiveness and impact of educational programs or interventions.
3. Enables continuous improvement by identifying areas of strength and areas that need development.

4. Supports strategic planning and resource allocation by informing priority-setting.

5. Assists in identifying best practices and lessons learned for future program design.

6. Facilitates accountability and transparency in educational systems or organizations.

7. Helps establish benchmarks and standards for quality assurance.

8. Offers an opportunity for stakeholders to reflect on program goals and objectives.

9. Engages stakeholders in the evaluation process, fostering collaboration and ownership.

10. Supports knowledge dissemination and sharing of effective practices across organizations.

Disadvantages of Evaluation

1. Evaluation can be time-consuming and resource-intensive.
2. The complexity of evaluation methods may require specialized expertise.
3. Stakeholders may resist evaluation if they perceive it as a judgment or critique of their work.
4. The objectivity of evaluation findings can be influenced by biases or subjective judgments.
5. Evaluation may not capture the full complexity of educational programs or interventions.
6. Evaluation findings may not always be actionable or lead to immediate improvements.
7. The implementation of evaluation recommendations may encounter resistance or logistical challenges.
8. High-stakes evaluations can create a competitive and pressure-filled environment.

9. Evaluation results may be misinterpreted or misused if not communicated effectively.

10. Evaluations may not capture the long-term impact or unintended consequences of programs or interventions.

Goals of Assessment

Assessment is two-fold in nature. It enables the teacher to gather information and to then determine what the learner knows or does not know and concurrently drives the planning phase. In order to meet the needs of all learners, the teacher may need to differentiate the instruction.

The teacher is then responsible for providing positive feedback in a timely manner to the student. This feedback should include specifically whether the student met the learning target, specifically what needs to be improved upon, and who and how these goals will be met.

The intent of assessment has traditionally been to determine what the learner has learned. Today, the emphasis is on authentic assessment. While the former typically employed recall methods, the latter encourages learners to demonstrate greater comprehension. (Wiggins, 1990)

7 Keys to Effective Feedback

Characteristics	Outcome
1) Goal-referenced	Learner knows whether they are on track towards a goal or need to change course.
2) Tangible & transparent	Learners can understand exactly how your feedback relates to the task at hand.
3) Actionable	Learners know specifically what actions to take to move towards their goal
4) User-friendly	Learner finds the feedback appropriate to his/her cognitive level.
5) Timely	Learner receives feedback while the attempt and effect are still fresh in their mind.
6) Ongoing	Learner has multiple opportunities to learn and improve towards the ultimate goal.
7) Consistent	Learner can adjust his/her performance based on stable, accurate, and trust-worthy feedback.

Methods to Assess

Within an academic setting, assessment may include "the process of observing learning; describing, collecting, recording, scoring, and interpreting information about a student's or one's own learning.

It can occur by observations, interviews, tests, projects or any other information gathering method. Within the early childhood and early primary elementary grades, observations are used frequently to assess learners. Teachers may use a checklist to note areas of proficiency or readiness and may opt to use checkmarks or some other consistent means for record-keeping.

Another form of assessment in the early grades incorporates anecdotal records. These consist of narratives in which the teacher notes behaviors or abilities. Anecdotal records should be factual accounts, with interpretation clearly delineated.

It is helpful for a teacher to include the date, day, and time. This record-keeping may result in emerging patterns. Does the learner exhibit certain behaviors or respond to learning activities because of proximity to lunchtime, or morning or afternoon? The aspect of understanding how individuals learn can be noted within the affective domain. (Kirk, N/D) This may influence how a student learns and behaves within a classroom setting. Seating, natural and artificial lighting, noise, and temperature all influence how a student feels and interacts within the environment and can have effect cognitive behaviors.
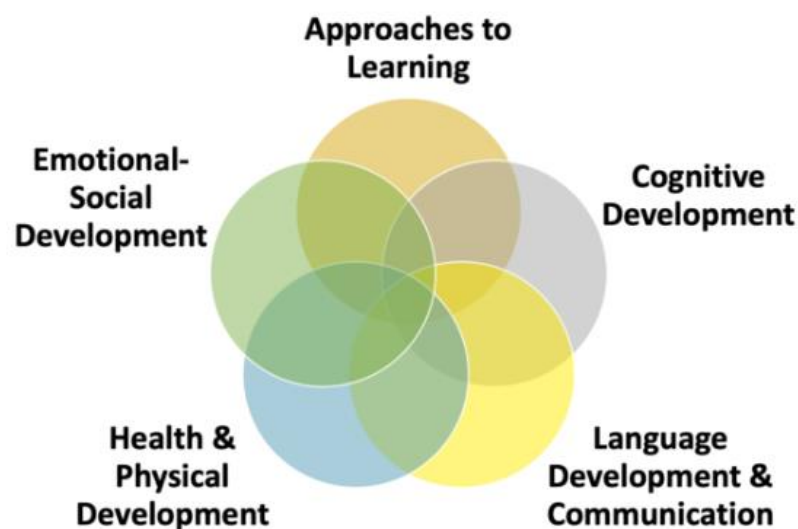
Interviews can be used on the elementary or secondary levels as an assessment tool. Like any other well- planned assessment tool, they necessitate careful planning and development of questions, positive rapport with the student, and an environment that is free from distractions, outside noise, and time constraints. Interviews may or may not be audiotaped or videotaped and scoring rubrics may be used to assess (Southerland, ND).

Tests offer yet another venue for assessment purposes. They may take the form of essay or short response, fill-in-the-blank, matching, or true or false formats. Like

any of the other methods, they should be valid and reliable. Carefully thought out test questions need to be tied to learning standards and a clear and fair scoring measure needs to be in place.

Typically, assessment has been viewed as the result; the letter or point assigned at the end of an assignment; however, assessment can and should come at the beginning, end and throughout the teaching and learning process. While assessment should drive instruction, it often falls short when determining instructional

decisions.

5 Domains of Learning and Development

Approaches to
Learning

Emotional-
Social
Development

Cognitive
Development

Health &
Physical
Development

Language
Development &
Communication

SCENARIO

Danielle Stein eagerly anticipated the upcoming parent-teacher conferences of the day. She had studied hard as a Childhood Education major and had worked diligently in her first year as a third-grade teacher at Maplewood Elementary School. Danielle had planned interdisciplinary lessons, employed inquiry-based learning centers, and met regularly with individual students to ensure that they had mastered the skills as determined by the state standards.

Each student had a portfolio filled with dated representations of their work. Ms. Stein understood the importance of specific and timely feedback and had painstakingly provided detailed written feedback on each work sample. She meticulously arranged the portfolios along with anecdotal notes and looked forward to sharing the accomplishments of the students with their family members.

As last-minute jitters began to set in, Danielle realized that she had no grades for any of the students. Despite doing all the right things, she had no way to assign a grade to any of the work the students had done. How would she respond when guardians asked what grade their child would earn on the first report card? How would she accurately tell them how they compared with their peers in reading? In math? In social studies and science?

Danielle quickly realized she was not as prepared as she had anticipated.

DISCUSSION QUESTIONS

How do teachers assess student work? Is there a certain number of assignments that should be graded within a 9-week session? Are there alternatives to letter grades? Reflect on how you were graded as a student.

In summary, assessment and evaluation are distinct yet interconnected processes in the realm of education and research. Assessment focuses on measuring learning progress and providing feedback to individuals or groups, while evaluation aims to make judgments and decisions based on collected data to improve programs or systems. While they have their unique characteristics, both assessment and evaluation play vital roles in enhancing educational practices, informing decision-making, and promoting continuous improvement. Understanding their differences and similarities is essential for educators and researchers to effectively measure, analyze, and enhance learning outcomes and program effectiveness.

Inclusion starts

with ''I''

"One person can accept another's differences as strengths and start a chain reaction. Inclusion starts with "I"." https://youtu.be/ceruifzy_xk

Question: Are you inclusive?

Therefore:

Diversity is a fact (Race, gender, etc.)

Inclusion is a behavior(The act/ Practice of diversity)

Discussion: How has **DIVERSITY**

affected you?

Have you ever had a good or bad experience with circumstances involving diversity?

Example: A misunderstanding due to a language barrier(language difference).

GLOSSARY

1. **Accessibility** – The practice of ensuring that language learning materials and environments are usable by all individuals, including those with disabilities.
2. **Affirming Language** – Words and phrases that validate and respect individuals' identities, experiences, and backgrounds.
3. **Bias-Free Language** – Language that avoids stereotypes, discrimination, or exclusion of any group based on gender, race, ability, age, or other identities.
4. **Culturally Responsive Teaching** – An educational approach that acknowledges and values students' cultural backgrounds to make learning more meaningful and effective.
5. **Diverse Representation** – The inclusion of various cultures, identities, and perspectives in language learning materials and curricula.
6. **Equity** – Providing resources and support tailored to individuals' needs to ensure equal learning opportunities.
7. **Gender-Inclusive Language** – Language that avoids assumptions about gender and strives to include people of all gender identities (e.g., using "they/them" as a singular pronoun when appropriate).
8. **Implicit Bias** – Unconscious attitudes or stereotypes that influence interactions and decision-making, often affecting classroom dynamics.
9. **Intersectionality** – A framework that recognizes how different aspects of identity (e.g., race, gender, ability) intersect and affect individuals' experiences.
10. **Linguistic Diversity** – The inclusion and recognition of multiple languages and dialects in the classroom to respect students' linguistic backgrounds.
11. **Microaggressions** – Subtle, often unintentional, comments or actions that can be offensive or harmful to marginalized groups.
12. **Multicultural Education** – A teaching approach that integrates diverse cultural perspectives to foster understanding and respect.
13. **Neurodiversity** – The recognition of diverse neurological conditions, such as autism or ADHD, as part of human variation and ensuring inclusive learning strategies.
14. **Non-Binary Language** – Language that does not assume or enforce a binary concept of gender, often incorporating neutral or inclusive terms.
15. **Pronouns** – Words used to refer to people that reflect their gender identity, such as he/him, she/her, or they/them.
16. **Respectful Communication** – Engaging with students using language that acknowledges and honors their identities and perspectives.
17. **Safe Space** – An environment where students feel secure expressing themselves without fear of discrimination or judgment.
18. **Social Justice Education** – Teaching that promotes equity, human rights, and the empowerment of all students, particularly those from marginalized communities.

19. **Tokenism** – The superficial inclusion of diverse individuals or groups without meaningful representation or support.
20. **Universal Design for Learning (UDL)** – A framework for teaching that accommodates diverse learners by offering multiple means of engagement, representation, and expression.

VI. ADABIYOTLAR RO'YXATI:

1.   Мирзиёев Ш.М. Буюк келажагимизни мард ва олижаноб халқимиз билан бирга қурамиз. – Т.: "Ўзбекистон", 2017. – 488 б.

2.   Мирзиёев Ш.М. Миллий тараққиёт йўлимизни қат'ият билан давом эттириб, янги босқичга кўтарамиз. 1-жилд. – Т.: "Ўзбекистон", 2017. – 592 б.

3.   Мирзиёев Ш.М. Халқимизнинг розилиги бизнинг фаолиятимизга берилган энг олий баҳодир. 2-жилд. Т.: "Ўзбекистон", 2018. – 507 б.

4.   Мирзиёев Ш.М. Нияти улуғ халқнинг иши ҳам улуғ, ҳаёти ёруғ ва келажаги фаровон бў лади. 3-жилд.– Т.: "Ўзбекистон", 2019. – 400 б.

5. O'zbekiston Respublikasining 2020-yil 23-sentabrda qabul qilingan "Ta'lim to'g'risida"gi Qonuni.

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

7. Ackoff, Russell L., Scientific Method. - New York: John Wiley & Sons, 1962.

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

9. David L.Chiesa (Ed), U.Azizov, S.Xan, K.Nazamutdinova, K.Tangirova. Re-conceptualizing Language Teaching: An-In-service Teacher Education course in Uzbekistan. 237, (forthcoming)

10. Gardener H. (1993) Multiple Intelligences: The Theory and Practice. - New York: Basic Books.

12. Jack Richards and Theodore S. Rodgers (2001) Approaches and Methods in Language Teaching. - Cambridge University Press

13. Common European framework of reference for languages: Learning, teaching, assessment. – Cambridge University Press. 2001

14. Jan Bell, Roger Gower. Expert Advanced with my Lab pack (Student`s Course book, CD, Resource book, Teachers book). - UK: Pearson Longman Великобритания (United Kingdom), 2014.

15.   Lynch, Tony. Communication in the language classroom. - XVI, 174 p.: fig. - Oxford; New York, 2001

16.   Mike Boyle, Lindsay Warwick. Skillful 4 Reading & Writing. - UK: Macmillan Education. Великобритания (United Kingdom), 2013.

17. Michael McCarthy "English Vocabulary in Use". - Cambridge University Press, 1999, Presented by British Council.

18. Patrick J. Schloss, Kristina M. Cragg. Organization and Administration in Higher Education 1st Edition. Routledge. Великобритания (United Kingdom), 2012.

19. Stanley Kubrick. A narrative and stylistic analysis. AN imprint of Greenwood Publishing Group, Inc. Великобритания (United Kingdom), 2001.

20. Stephen M. Alessi, Stanley R. Trollip. Multimedia for Learning: Methods and Development (3rd Edition). Pearson; 3 Edition (November 19, 2000), 580 pages, 2011.

21. Jack C. Richards, Willy A. Renandya. Methodology in Language Teaching: An anthology of current practice. - Cambridge university press. 2002.

22. Diane Larsen-Freeman, Marti Anderson. Techniques & Principles in Language Teaching (3rd edition). - Oxford University Press, 2011.

23. Hall, M (2018). "What is Specifications Grading and Why Should You Consider Using It?" *The Innovator Instructor* blog, John Hopkins University Center for Teaching Excellence and Innovation.

24. Moallemi, R. (2023). "The Relationship between Differentiated Instruction and Learner Levels of Engagement at University." *Journal of Research in Integrated Teaching and Learning* (ahead of print).

25. Pham, H. (2011). "Differentiated Instruction and the Need to Integrate Teaching and Practice." *Journal of College Teaching and Learning*, 9(1), 13-20.

26. Pozas, M. & Schneider, C. (2019). "Shedding light into the convoluted terrain of differentiated instruction (DI): Proposal of a taxonomy of differentiated instruction in the heterogeneous classroom." *Open Education Studies*, 1, 73–90.

27. Pozas, M., Letzel, V. and Schneider, C. (2020). "Teachers and differentiated instruction: exploring differentiation practices to address student diversity." *Journal of Research in Special Educational Needs*, 20: 217-230.

28. Shareefa, M. et al. (2019). "<u>Differentiated Instruction: Definition and Challenging Factors Perceived by Teachers</u>." *Proceedings of the 3rd International Conference on Special Education* (ICSE 2019).

29. Tullis, J.G. & Goldstone, R.L. (2020). "<u>Why does peer instruction benefit student learning?</u>", *Cognitive Research* 5.

30. Turner, W.D., Solis, O.J., and Kincade, D.H. (2017). "<u>Differentiating Instruction for Large Classes in Higher Education</u>", *International Journal of Teaching and Learning in Higher Education*, 29(3), 490-500.

31. van Geel, M., Keuning, T., Frèrejean, J., Dolmans, D., van Merriënboer, J., & Visscher A.J. (2019). "Capturing the complexity of differentiated instruction", *School Effectiveness and School Improvement*, 30:1, 51-67, DOI: 10.1080/09243453.2018.1539013

32. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences.* Basic Books.

33. Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms.* ASCD.

34. Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners.* ASCD.

IV. Elektron ta'lim resurslari

<u>www.edu.uz</u>.

<u>www.aci.uz</u>.

<u>www.ictcouncil.gov.uz</u>.

<u>www.lib.bimm.uz</u>

www. Ziyonet. Uz

<u>www.sciencedirect.com</u>

<u>www.acs.org</u>

<u>www.nature.com</u>