

O'ZBEKISTON DAVLAT JAHON TILLARI
UNIVERSITETI HUZURIDAGI PEDAGOG
KADRLARNI QAYTA TAYORLASH VA
MALAKASINI OSHIRISH
TARMOQ MARKAZI



“Filologiya va
tillarni
o‘qitish:ingliz
tili”
yo‘nalishi

O‘QUV-
USLUBIY
MAJMUA

**CHET TILI O‘QITISH
METODIKASINING
ZAMONAVIY TENDENSIYALARI”**

2026

**O‘ZBEKISTON RESPUBLIKASI
OLIIY TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

**OLIIY TA‘LIM TIZIMI KADRLARINI QAYTA TAYYORLASH VA
MALAKASINI OSHIRISH INSTITUTI**

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“CHET TILI O‘QITISH METODIKASINING ZAMONAVIY TENDENSIYALARI”

moduli bo‘yicha

“Filologiya va tillarni o‘qitish:ingliz tili” yo‘nalishi

O‘QUV-USLUBIY MAJMUA

Toshkent – 2026

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

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O‘quv-uslubiy majmua O‘zDJTU kengashining qarori bilan nashrga tavsiya qilingan
(“__” _____ 2025-yildagi ____ -sonli bayonoma)

MUNDARIJA

I.	ISHCHI DASTUR	
II.	MODULNI O‘QITISHDA FOYDALANILADIGAN INTERFAOL TA’LIM METODLARI	
III.	Nazariy materiallar	
IV.	Amaliy mashg‘ulotlar materiallari	
V	Glossariy	
VI.	Keyslar banki	
VII.	Adabiyotlar ro‘yhati	



I. ISHCHI DASTUR

KIRISH

Mazkur ishchi o'quv dasturi O'zbekiston Respublikasi Prezidentining 2019-yil 27-avgustdagi "Oliy ta'lim muassasalari pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to'g'risida"gi PF-5789-son, 2019-yil 8-oktyabrdagi "O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5847-son va 2022-yil 28-yanvardagi "2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida"gi PF-60-son Farmonlari, 2017-yil 27-iyuldagi "Oliy ma'lumotli mutaxassislar tayyorlash sifatini oshirishda iqtisodiyot sohalari va tarmoqlarining ishtirokini yanada kengaytirish chora-tadbirlari to'g'risida"gi PQ-3151-son, 2019-yil 3-maydagi "Ma'naviy-ma'rifiy ishlar samaradorligini oshirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi PQ-4307-son va 2021-yil 26-martdagi "Ma'naviy-ma'rifiy ishlar tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PQ-5040-son qarorlari, shuningdek Vazirlar Mahkamasining 2018-yil 17-sentyabrdagi "Ta'lim tizimida ma'naviy-ma'rifiy ishlar samaradorligini oshirish chora-tadbirlari to'g'risida"gi 736-son va 2019-yil 23-sentyabrdagi "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining malakasini oshirish tizimini yanada takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi 797-son qarorlarida belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo'lib, ta'lim-tarbiya jarayonlarida ma'naviy-ma'rifiy muhit barqarorligini ta'minlash, tinglovchilarning davlat va jamiyat hayotida amalga oshirilayotgan islohotlardan xabardorligini va daxldorlik tuyg'ularini oshirish, Yangi O'zbekistonning taraqqiyot strategiyasi va jamiyatning ma'naviy asoslari bo'yicha bilim va ko'nikmalarini yanada rivojlantirishni maqsad qiladi.

Modulning maqsadi va vazifalari

"Chet tili o'qitish metodikasining zamonaviy tendensiyalari" modulining maqsadi pedagog kadrlarni qayta tayyorlash va malaka oshirish kursi tinglovchilariga mutaxassislikning boshqa fanlari bilan integrallashgan holda o'qitish va ularning chet tili bo'yicha kommunikativ kompetentligini (kognitiv lingvistik,

lingvomadaniyatshunoslik (madaniyatlararo muloqot) va pragmalingvistik) rivojlantirishdan iborat.

Kursning **vazifalariga** quyidagilar kiradi:

- “Filologiya va tillarni o‘qitish (ingliz tili)” yo‘nalishida pedagog kadrlarning kasbiy bilim, ko‘nikma, malakalarini rivojlantirish va takomillashtirish;

- pedagoglarning ijodiy-innovatsion faollik darajasini oshirish;

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

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

- fan va ishlab chiqarishdagi innovatsiyalar bilan o‘zaro integratsiyasini ta’minlash.

Kurs yakunida tinglovchilarning bilim, ko‘nikma va malakalari hamda kompetensiyalariga qo‘yiladigan talablar:

“Chet tili o‘qitish metodikasining zamonaviy tendensiyalari” moduli bo‘yicha tinglovchilar quyidagi yangi bilim, ko‘nikma, malaka hamda kompetensiyalarga ega bo‘lishlari talab etiladi: Tinglovchi:

• Davlat ta’lim standartlari, ta’lim yo‘nalishlari va magistratura mutaxassisliklarining Malaka talablari, o‘quv rejalari, fan dasturlari va ularga qo‘yiladigan talablarni, o‘quv yuklamalarini rejalashtirish va ularning bajarilishini nazorat qilish usullarini;

• zamonaviy ta’lim tizimida sun‘iy intellekt (AI) ning ahamiyatini;

• ta’limda sun‘iy intellektningdan foydalanish istiqbollari va xavflarini;

• bilimlarni sinash va baholashning aqlli tizimlarini;

• jahonda oliy ta’lim rivojlanish tendensiyalari: umumiy trendlar va strategik yo‘nalishlarni;

• baholash turlari,tamoyillari va mezonlarini;

• lingvistik va madaniyatlararo kompetensiyalami baholashni;

- ta'lim jarayonida nutq kommunikatsiyasi elementlari, sotsiolingvistik elementlar, pragmatik elementlar, baholashning asosiy turlarini;

- ingliz tilida insho yozish mahorati va analiz qilish masalalarini;
- til o'qitishda eshitish ko'nikmasining ahamiyatini;
- til o'rgatish jarayonida kuzatishning ahamiyatini;
- darslarni kuzatish orqali o'qituvchining til o'qitish mahoratni oshirish masalalarini;

- til o'qitishda dars ishlanma tuzish va uning ahamiyatli jihatlarini **bilishi** kerak..

Tinglovchi:

- zamonaviy tadbirkorlik universiteti modeli tamoyillarini o'zlashtirish;
- pedagoglar kasbiy kompetensiyalarini rivojlantirishning innovatsion texnologiyalarini qo'llash;

- o'qituvchi faoliyatida pedagogik texnikaning ahamiyatini yoritib berish;
- tinglovchilar diqqatini o'ziga tortish usullaridan foydalanish;
- kasbiy kompetensiyalarni shakllantirish va rivojlantirish yo'llarini tahlil etish;
- kasbiy kompetensiyalarni rivojlantirish jarayonida uchraydigan to'siqlar, qiyinchiliklar va ularni bartaraf etish;

- talabalarning o'quv auditoriyadagi faoliyatini baholash;
- talabalarning kurs ishi, bitiruv malakaviy ishi, o'quv-malakaviy amaliyot (mehnat faoliyati)ni nazorat qilish;

- baholashning miqdor va sifat tahlilini amalga oshirish;
- talabalarning kurs ishi, bitiruv malakaviy ishi, o'quv-malakaviy amaliyot (mehnat faoliyati)ni nazorat qilish;

- mavzuga oid olimlar tomonidan bildirilgan fikrlarni tahlil qilish va baholash;
- chet tili darslarida grammatikani matn asosida o'qitish;
- ingliz tili darslarida baholash va baholash turlarini qo'llash;
- bilimlar tuzilmalari va axborotning aks ettirilishi yo'llarini o'rganishga qaratilgan kognitiv metodlardan foydalanish **ko'nikmalariga** ega bo'lishi lozim.

Tinglovchi:

- o‘quv jarayoni ishtirokchilarini bir-birlari bilan tanishtirish, samimiy do‘stona munosabat va ijodiy muhitni yuzaga keltirish, tinglovchilarning ijodiy imkoniyati va shaxsiy sifatlarini ochish, tinglovchilarning hamkorlikda ishlashlari uchun qulay sharoitni vujudga keltirish;

- tinglovchilarning kasbiy kompetensiyalarini o‘rganish, tanishish;

- kasbiy kompetensiyalarni rivojlantirish jarayonida pedagogik deontologiyaning roli, ahamiyatini ochib berish;

- ta’lim sifatiga ta’sir etuvchi omillar (moddiy-texnik baza, professor-o‘qituvchilarning salohiyati va o‘quv-metodik ta’minot)ni tahlil etish va baholash;

- talabalarning o‘quv auditoriyadan tashqari faoliyatini baholash;

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

- lingvistik va madaniyatlararo kompetensiyalarni baholash;

- an’anaviy va zamonaviy tahlil metodlari asosida lisoniy va madaniy tuzilmalarning o‘zaro munosabatini aniqlash va tahlil o‘tkazish;

- ingliz tili darslarini fanlararo bog‘liqlikka asoslanib o‘qitish;

- chet tili o‘qitish jarayonida muammoli vaziyatlardan foydalanish *malakalariga* ega bo‘lishi zarur.

Tinglovchi:

- raqamli ta’lim resurslari va dasturiy mahsulotlarini o‘quv jarayoniga faol tatbiq etilishini tashkil etish;

- sun’iy intellektning asosiy xususiyatlarini asoslab berish;

- OTMlarda talim, ilmiy va innovatsion faoliyatni rivojlantirish, ilmiy tadqiqot natijalarni tijoratlashtirish yo‘llarini tahlil etish va amaliyotga tadbiq etish;

- pedagogning kasbiy kompetensiyalarini rivojlantirishning nazariy asoslarini amaliyotga tadbiq etish;

- talabalarning ta’limiy (o‘quv predmetlari), tarbiyaviy (ma’naviy-ma’rifiy tadbirlar) va rivojlantiruvchi (ilmiy-tadqiqot ishi, start-up loyihalar) maqsadlarini

baholash;

- o‘quv maqsadlari va kutilayotgan natijalarni to‘g‘ri belgilay olish, baholash, fikr-mulohazaga asoslangan baholash mexanizmini mustaqil holda tashkil etish;
- an‘anaviy va zamonaviy tahlil metodlari asosida lisoniy va madaniy tuzilmalarning o‘zaro munosabatini aniqlash va tahlil o‘tkazish;
- ingliz tili darsida topshiriqlarning osondan murakkablikka o‘shish holati ahamiyatlarini ochib berish;
- ingliz tilini o‘yin va rolli o‘yinlar orqali tashkillashtirish *kompetensiyalariga* ega bo‘lishi lozim.

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

“Chet tili o‘qitish metodikasining zamonaviy tendensiyalari” moduli

bo‘yicha tasavvur, bilim, ko‘nikma, malaka va kompetensiyalariga ega bo‘lishi lozim. Modul mazmuni o‘quv rejadagi “Pedagogik faoliyatda raqamli kompetensiyalar”, “Pedagogning kasbiy kompetensiyalarini rivojlantirish”, “Ta’lim sifatini ta’minlashda baholash metodikalari”, “Chet tillarni o‘rgatishda tenglik, xilma-xillik va inklyuzivlikni ta’minlash” o‘quv modullari bilan uzviy bog‘langan holda pedagoglarning kasbiy pedagogik tayyorgarlik darajasini orttirishga xizmat qiladi.

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

“Chet tili o‘qitish metodikasining zamonaviy tendensiyalari” moduli mazmuni o‘quv rejadagi mutaxassislik o‘quv modullarining barcha soxalari bilan uzviy bog‘langan holda professor-o‘qituvchilarning umumiy Chet tili o‘qitish metodikasining zamonaviy tendensiyalari kasbiy tayyorgarlik darajasini oshirishga xizmat qiladi.

MODUL BO‘YICHA SOATLAR TAQSIMOTI

№	Modul mavzulari	Tinglovchining o‘quv yuklamasi, soat				Mustaqil ta’lim	
		Xammasi	Auditoriya o‘quv yuklamasi				
			Jami	жумладан			
				Nazariy			Amaliy mashg ulot
1.	Chet tilini o‘zlashtirishning nazariy va amaliy integratsiyasi Integrated Theoretical and Practical Foundations of Foreign Language Acquisition	2		2			
2	Chet tilini o‘qitishda samarali texnologiyalar va metodik tamoyillar Effective Teaching Technologies and Methodological Principles in Foreign Language Education	2		2			
3.	Til ta’limida sun’iy intellekt va raqamli yechimlarning roli The Role of Artificial Intelligence and Digital Solutions in Language Education	2		2			
4	Chet tilini o‘qitishda zamonaviy pedagogik yondashuvlar va innovatsion metodlar Modern Pedagogical Approaches and Innovative Methods in Foreign Language Teaching	4		2	2		
5	Til ta’limida kompetensiya va ularning asosiy komponentlari Competencies in language education and their sub components	2			2		

6	Types of speech activity and the process of teaching them in an integrated way	2			2	
7	Planning and organizing the foreign-language teaching process	2			2	
	Jami: 14 soat	16		8	8	

Chet tili o'qitish metodikasining zamonaviy tendensiyalarimodulimohiyati. Chet tili o'qitish amaliyotiga oid fundamental ma'lumotlarni berish, jahon olimlarining ushbu sohasga oid ilmiy izlanishlarva tadqiqot ishlari bilan tanishtirish.

Metodikaning zamonaviy tendensiyalari. Chet tili o'qitishda zamonaviy yondashuvlar, metodlar va texnikalar. Chet tili o'qitishning asosiy maqsadlari. Chet tili o'qitish tamoyillari. Mashq va topshiriqlar yaratish mexanizmi. Darsni rejalashtirish va tashkil etish bosqichlari. Baholash mezonlari.

NAZARIY TA'LIM SOATLARI MAZMUNI

1-MAVZU: CHET TILINI O'ZLASHTIRISHNING NAZARIY VA AMALIY INTEGRATSIYASI

(Integrated Theoretical and Practical Foundations of Foreign Language Acquisition)

Chet tili o'qitish metodikasi faniga kirish. Chet tili o'qitishning lingvodidaktik asoslari, Konsept- metodikaning asosiy tushunchasi sifatida. Chet tili o'qitish metodikasining predmeti. Metodikadagi asosiy tushunchalar. Umumiy, xususiy, qiyosiy metodika. Metodika fanining ilmiy tadqiqot metodlari. Til o'zlashtirish nazariyalari va ularning pedagogik asoslari. Chet tilini egallashning psixologik omillari. Nazariya va amaliyot uyg'unligining ta'lim jarayonidagi ahamiyati. Nutq faoliyati turlari o'rtasidagi integratsiya. Til kompetensiyalarini shakllantirish bosqichlari.

2-MAVZU: CHET TILINI O‘QITISHDA SAMARALI TEXNOLOGIYALAR VA METODIK TAMOYILLAR

Effective Teaching Technologies and Methodological Principles in Foreign Language Education

Til texnikasi tushunchasi. Chet tili qoidasi. Metodikani boshqa fanlar bilan aloqasi, Chet tili o‘qitish faninig maqsadlari. Chet tili o‘qitish mazmuni. Chet tili o‘qitish tamoyillari: didaktik, psixologik va metodik. Chet tilini o‘qitishning didaktik tamoyillari. Metodik yondashuvlar va o‘qitish texnologiyalari. An’anaviy va innovatsion texnologiyalar uyg‘unligi. Interaktiv metodlar va ularning samaradorligi. Dars jarayonida o‘quvchi faolligini oshirish usullari. Til ko‘nikmalarini rivojlantirish texnologiyalari.

3-MAVZU: TIL TA’LIMIDA SUN’IY INTELLEKT VA RAQAMLI YECHIMLARNING ROLI

The Role of Artificial Intelligence and Digital Solutions in Language Education

Sun’iy intellect konsepsiyasi. Sun’iy intellektning chet tili o‘qitishdagi maqsad va vazifalari. Sun’iy intellekt tushunchasi va uning asosiy tamoyillari. Sun’iy intellekt va chet tili o‘qitish metodikasining bog‘liqligi, Chet tili o‘qitishda sun’iy intellektning metodik imkoniyatlari. Sun’iy intellekt yordamida til o‘rganishni tashkil qilish. Sun’iy intellekt vositalari orqali til o‘qitish samaradorligini oshirish. Sun’iy intellekt tushunchasi va ta’limdagi o‘rni. Til o‘rganishda AI asosidagi platformalar. Raqamli ta’lim vositalari va ularning imkoniyatlari. Individual o‘quv yo‘nalishlarini shakllantirish. Avtomatlashtirilgan baholash tizimlari.

4-MAVZU: CHET TILINI O‘QITISHDA ZAMONAVIY PEDAGOGIK YONDASHUVLAR VA INNOVATSION METODLAR

Modern Pedagogical Approaches and Innovative Methods in Foreign Language Teaching

Kompetensiyaga yo‘naltirilgan ta’lim yondashuvi. Kommunikativ metodning zamonaviy talqini. Task-based learning va uning amaliy ahamiyati. CLIL metodining chet tilini o‘qitishdagi o‘rni. O‘quvchini markazga qo‘ygan ta’lim modeli.

Hamkorlikda o'rganish va loyiha asosida ta'lim. Kreativ va tanqidiy fikrlashni rivojlantirish metodlari. Innovatsion pedagogik yondashuvlarni amaliyotga joriy etish

AMALIY MASHG'ULOTLAR MAZMUNI

1-AMALIY MASHG'ULOT: CHET TILINI O'QITISHDA ZAMONAVIY PEDAGOGIK YONDASHUVLAR VA INNOVATSION METODLAR

Modern Pedagogical Approaches and Innovative Methods in Foreign Language Teaching

Til ta'limida yondashuvva metod so'zlarining mazmun-mohiyati. Kommunikativ yondashuv. Shaxsga yo'naltirilgan yondashuv. Eklektik yondashuv. Integrativ yondashuv, Kompetensiyaviy yondashuv. To'g'ri metod, Tabiiy metod, Kommunikativ metod, Post Era metod.

2-AMALIY MASHG'ULOT: TIL TA'LIMIDA KOMPETYENSIYA VA ULARNING KOMPONENTLARI

Kompetensiya so'zining mazmun-mohiyati. Kommunikativ kompetensiya va ularning asosiy komponentlari. Kompetensiyani chet tili o'qitishdagi o'rni. Lingvistik kompetensiya. Pragmatik kompetensiya. Diskursiv kompetensiya, Sociolingvistik kompetensiya, ijtimoiymadaniy kompetensiya. Strategik kompetensiya.

3-AMALIY MASHG'ULOT: NUTQ FAOLIYATI TURLARI VA ULARNI INTEGRATSIYALASHTIRIB O'QITISGH JARAYONI

Nutq faoliyati turlari integratsiyasi, Nutq faoliyati turlaridagi asosiy qiyinchilik va imkoniyatlar. Tinglab tushunishni o'rgatish va ularga doir kommunikativ mashqlar, Gapirishni o'rgatish va ularga doir kommunikativ mashqlar, O'qishni nutq faoliyati sifatida o'rgatish va ularga oid mashqlar sistemasi, Yozuvni o'rgatish va ularga doir mashqlar.

4-AMALIY MASHG'ULOT: CHET TILI O'QITISH JARAYONININI REJALASHTIRISH VA TASHKIL ETISH

Darsning maqsadi. Dars bosqichlari: boshlang'ich bosqich, o'rta bosqich, yuqori bosqich. Dars rejasi. Dars turlari. O'qitish jarayonini bosqichlarga ajratish. Darsni tashkil etish. Dars jarayonidagi muammolar va ularni yechimlari.

O'QITISH SHAKLLARI

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

- noan'anaviy o'qitish (interaktiv, konferensiya, debat);
- davra suhbatlari (muhokama etilayotgan muammo va uning yechimi bo'yicha mantiqiy xulosalar chiqarish);
- bahs va munozaralar (loyihalar yechimi bo'yicha dalillar va asosli raqamlar taqdim qilish, eshitish va muammolar yechimini topish qobiliyatini rivojlantirish).

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

TA'LIM METODLARI

“Tushunchalar tahlili” metodi

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

- ishtirokchilar mashg‘ulot qoidalarini bilan tanishtiriladi;
- o‘quvchilarga mavzuga yoki bobga tegishli bo‘lgan so‘zlar, tushunchalar nomi tushirilgan tarqatmalar beriladi (individual yoki guruhli tartibda);
- o‘quvchilar mazkur tushunchalar qanday ma’no anglatishi, qachon, qanday holatlarda qo‘llanilishi haqida yozma ma’lumot beradilar;
- belgilangan vaqt yakuniga yetgach o‘qituvchi berilgan tushunchalarning to‘g‘ri va to‘liq izohini o‘qib eshittiradi yoki slayd orqali namoyish etadi;
- har bir ishtirokchi berilgan to‘g‘ri javoblar bilan o‘zining shaxsiy munosabatini taqqoslaydi, farqlarini aniqlaydi va o‘z bilim darajasini tekshirib, baholaydi.

“Moduldagi tayanch tushunchalar tahlili”

Tushunchalar	Sizningcha bu tushuncha qanday ma’noni anglatadi?	Qo‘shimcha ma’lumot
Kognitsiya		
Konsept		
Konseptual tuzilma		
Kognitiv modellashtirish		

Xulosalash» (Rezyume, Veyer) metodi

Metodning maqsadi: Bu metod murakkab, ko‘ptarmoqli, mumkin qadar, muammoli xarakteridagi mavzularni o‘rganishga qaratilgan. Metodning mohiyati shundan iboratki, bunda mavzuning turli tarmoqlari bo‘yicha bir xil axborot beriladi va ayni paytda, ularning har biri alohida aspektlarda muhokama etiladi.

Masalan, muammo ijobiy va salbiy tomonlari, afzallik, fazilat va kamchiliklari, foyda va zararlari bo'yicha o'rganiladi. Bu interfaol metod tanqidiy, tahliliy, aniq mantiqiy fikrlashni muvaffaqiyatli rivojlantirishga hamda o'quvchilarning mustaqil g'oyalari, fikrlarini yozma va og'zaki shaklda tizimli bayon etish, himoya qilishga imkoniyat yaratadi. "Xulosalash" metodidan ma'ruza mashg'ulotlarida individual va juftliklardagi ish shaklida, amaliy va seminar mashg'ulotlarida kichik guruhlardagi ish shaklida mavzu yuzasidan bilimlarni mustahkamlash, tahlili qilish va taqqoslash maqsadida foydalanish mumkin.

Metodni amalga oshirish tartibi:

trener-o'qituvchi ishtirokchilarni 5-6 kishidan iborat kichik guruhlariga ajratadi;

trening maqsadi, shartlari va tartibi bilan ishtirokchilarni tanishtirgach, har bir guruhga umumiy muammoni tahlil qilinishi zarur bo'lgan qismlari tushirilgan tarqatma materiallarni tarqatadi:

har bir guruh o'ziga berilgan muammoni atroflicha tahlil qilib, o'z mulohazalarini tavsiya etilayotgan sxema bo'yicha tarqatmaga yozma bayon qiladi:

navbatdagi bosqichda barcha guruhlar o'z taqdimotlarini o'tkazadilar. Shundan so'ng, trener tomonidan tahlillar umumlashtiriladi, zaruriy axborotlar bilan to'ldiriladi va mavzu vakunlanadi.

Kognitiv tilshunoslik yo'nalishlari					
Kognitiv semantika		Kognitiv grammatika		Kognitiv stilistika	
afzalligi	kamchiligi	afzalligi	kamchiligi	afzalligi	kamchiligi

Xulosa:
«FSMU» metodi

Texnologiyaning maqsadi: Mazkur texnologiya ishtirokchilardagi umumiy fikrlardan xususiy xulosalar chiqarish, taqqoslash, qiyoslash orqali axborotni o'zlashtirish, xulosalash, shuningdek, mustaqil ijodiy fikrlash ko'nikmalarini shakllantirishga xizmat qiladi. Mazkur texnologiyadan ma'ruza mashg'ulotlarida, mustahkamlashda, o'tilgan mavzuni so'rashda, uyga vazifa berishda hamda seminar mashg'ulot natijalarini tahlil etishda foydalanish tavsiya etiladi.

Texnologiyani amalga oshirish tartibi:

- qatnashchilarga mavzuga oid bo'lgan yakuniy xulosa yoki g'oya taklif etiladi;
- har bir ishtirokchiga FSMU texnologiyasining bosqichlari yozilgan qog'ozlarni tarqatiladi:



- ishtirokchilarning munosabatlari individual yoki guruhiiy tartibda taqdimot qilinadi.

FSMU tahlili qatnashchilarda kasbiy-nazariy bilimlarni amaliy mashqlar va mavjud tajribalar asosida tezroq va muvaffaqiyatli o'zlashtirilishiga asos bo'ladi.

Fikr: Kontsept kognitiv tuzilma hisoblanadi

Topshiriq: Mazkur fikrga nisbatan munosabatingizni FSMU orqali tahlil qiling.

Venn Diagrammasi metodi

Metodning maqsadi: Bu metod grafik tasvir orqali o'qitishni tashkil etish shakli bo'lib, u uchta o'zaro kesishgan aylana tasviri orqali ifodalanadi. Mazkur

metod turli tushunchalar, asoslar, tasavurlarning analiz va sintezini turli aspekt orqali ko'rib chiqish, ularning umumiy va farqlovchi jihatlarini aniqlash, taqqoslash imkonini beradi.

II. NAZARIY MATERIALLAR

LECTURE 1. Integrated Theoretical and Practical Foundations of Foreign Language Acquisition

Warm up discussion questions.

- ❖ What is the definition of methodology, and how does it differ from methods and techniques?
- ❖ How many types of methodology do you know?
- ❖ Why is methodology considered a crucial component of scientific research?
- ❖ What is the subject and object of methodology?
- ❖ What are the current methodological trends and challenges?

Learning objectives.

- Define what methodology is and distinguish it from methods and techniques.
- Explain the role of methodology as a science in scientific research or language teaching.
- Analyzing the types of methodology in language teaching.
- Defining the links of TFLM with other science.

Key terms: Method, methodology, approach, component, teaching, techniques, language, teaching, object, subject, special methodology, private methodology, historical methodology, modern methods and teaching technologies.

Theoretical Background

Methodology (M) is considered as a young and boarder science because it is based on the links with many sciences from one side and methodology uses its own conceptions and theoretical decisions. Methodology as a science has been originated in the end of 19th and beginning 20th century, that's why its achievements are not so grateful as in other sciences. Methodology in professional sense has 3 main notions:

1. Methodology as a subject

2. Methodology as set or system of methods, principles, and rules for regulating a given discipline, as in arts or sciences

3. Methodology as a theory of teaching and a science¹.

TFLM is a science researching aims, content, methods, approaches, strategies, systems of teaching and upbringing based on the materials of foreign languages.

Essence of methodological science is investigation leading to discovering and grounding consequences of teaching, discovering objective structure and essence of researching feature. As a result research leads to creating theoretical grounds of scientifically proved methodical recommendations.

In modern methodical literature methods of investigation are subdivided into basic and supplementary.

Basic methods of investigation:

- Critical literature analyses;
- Studying and generalizing positive experience of the best teachers;
- Scientifically fixed observation;
- Probative teaching;
- testing teaching;
- Experimental teaching.

Supplementary methods of investigation:

- Questionnaire;
- Testing;
- Talking;
- Chronometrical;
- Interview.

According to J.Jalolov there are 3 functionally different types of methodology:

1. General methodology.

¹ Jalolov J.Chet tili o'qitish metodikasi. "O'qituvchi "nashriyoti.-T.: 2012.423 b.

2. Private methodology.
3. Special methodology.
4. Historical methodology.

Types of methodology in language teaching

General methodology	deals with studying consequences and peculiarities of the teaching foreign languages process despite which foreign language is studied.
Private methodology	studies features of teaching concrete foreign language (English, French etc.)
Special methodology	tries separate aspects of teaching theory which are of special importance for realizing foreign language teaching and upbringing process (ex. System of exercises for teaching English).
Historical methodology	(history of teaching methods), experimental methodology (theory of experiment while researching teaching process), comparative methodology (fixing peculiarities of teaching foreign languages in different regions) are recognized also

Teaching foreign languages Methodology is separate pedagogical science and it links with many other sciences. Teaching foreign languages Methodology (TFLM) studies issues aimed at teaching and upbringing learners through means of the subject that's why its links are varied and they may be divided into 3 groups:

First of all TFLM is based on data and laws of Linguistics because language is a subject of Linguistics.

Secondly, TFLM closely connected with Psychology, and this connection is realized in 2 directions:

1. Links with psychology of speech (ex. oral and written speech).

2. Links with pedagogical psychology deals with ways of developing knowledge and skills alongside realizing higher psychological functions in teaching process.

3. Thirdly TFLM is based on general provisions of Didactics and theory of upbringing because based on the common положения didactics and theory of education, Didactics and theory of upbringing form principles and rules of teaching but Methodology concretizes these provisions concerning specific subject such as foreign language.

Thus Linguistics, Pedagogy and Psychology are closer sciences to the TFLM than others dealing with speech and processes of transition of information. That's why these sciences are considered basic sciences for TFLM. TFLM also deals with Psycholinguistics, Physiology, Theory of information and communication. Linguistics and Psycholinguistics study speech as process of sending and getting information through language codes. Physiology deals with age features of people.

Modern methods of teaching and ICT are implemented into teaching foreign language process nowadays successfully. TFLM deals also with such sciences as Literature, Geography, and History of the countries which languages are studied.

The problem of teaching methods is one of the most important issues in didactics. The effectiveness of all areas of teaching can be estimated by addressing these issues properly. A young teacher who is just starting out has a hard time guiding students from ignorance to learning. What is the way, method or tool that provides children with deep, independent, comprehensive knowledge, leads to creative thinking, independent learning activities? Teaching methods solve this problem. Accordingly, teaching methods are a set of ways and means that serve to enable teachers and students to work together actively to address educational challenges. At the same time, one can see the diversity of definitions of the term “teaching method” in pedagogical sources. Here are some of them².

² Харламов И.Ф. Педагогика. - 2-е изд. - М.,1990. - С. 194-195

Definitions of the term “Teaching method”

<p>The method of teaching is a method of interaction of teachers and students aimed at achieving educational goals at the modern level (V.I.Zagvyazinsky)</p>	<p>Teaching methods are a complex component of the learning process, which serves to illuminate all areas of teacher and student activities, creating a large number of connections and connections between them.(G.I.Shukina)</p>	<p>Teaching methods are the methods of organizing educational activities to find solutions to various didactic problems aimed at the teacher’s teaching and the acquisition of teaching materials by students (I.F. Kharlamov)</p>	<p>The method of teaching is a system of actions with a specific content, an algorithm that ensures the achievement of the set goal (P.I.Podlasiy)</p>
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Essence of the concept of "teaching methods", there is a commonality that brings them closer. Most authors agree that "teaching methods are ways to organize students' learning activities." This means that teaching methods are a set of methods that are used in the educational process and ensure its effectiveness. Teaching methods serve to illuminate the purpose of education, through which the ways of mastering the content of education are expressed, the interaction of teachers and students, the characteristics are reflected. Teaching methods are always introduced with the help of one or another learning tool, so it should be noted that they are interdependent. When selecting and using teaching methods, several pedagogical requirements should be considered:

1. Methods should align with the fundamental principles of education.
2. Methods should be chosen based on the specific goals and objectives of the learning process.
3. Methods must correspond to the content and nature of the material being taught.
4. Methods should be appropriate for the students’ level of knowledge, abilities, and learning potential, taking into account their age, physical and mental development, class preparedness, and group characteristics.
5. Methods should be adapted to the context and the amount of time available for instruction.
6. Methods depend on the teacher’s abilities, including their experience, theoretical and practical training, and personal and professional qualities.

Questions for discussion

1. What are the tasks of Teaching English Methodology at school?
2. What is methodological basis of TEFM?
3. What do you think about the fact that Methodology started its development in 19th century? Remember history.
4. What research methods are there in methodology?
5. What other sciences are connected with TFLM and why?
6. What can you say about teaching methods?

Glossary
Methodology ~ is the implementation of learning objectives through teaching procedures.
Method ~ is an overall plan for systematic presentation of language – a set of procedures based on a selected approach.
Skill ~ The knowledge and experience needed to perform a specific task or job. The four language skills are listening, speaking, reading and writing.
Knowledge ~ is the information, understanding and skills that a person gains through experience, education, or learning. It is what someone knows, including facts, concepts, principles, and practical abilities.
Teaching ~ is the process of helping others learn by giving instruction, explanations, guidance, or support so they can gain knowledge, skills, understanding, or attitudes.
Aim ~ is a broad, general statement describing what the teacher intends students to learn or achieve by the end of a lesson or course.

For further reading: https://elar.urfu.ru/bitstream/10995/100459/1/978-5-91256-521-2_2021_049.pdf

Video: <https://www.youtube.com/watch?v=UCFg9bcW7Bk>

LECTURE 2. Effective Teaching Technologies and Methodological Principles in Foreign Language Education

Warm up discussion questions.

- ❖ What kind of approaches do you know?
- ❖ How many principles in teaching foreign languages can you classify?
- ❖ What is the aim of teaching?
- ❖ Can you clarify the main differences between aim and objective?
- ❖ What factors should be considered when selecting the content of teaching a foreign language?

Learning objectives.

- Defining the concept of approach, method and technique
- Analyzing the main principles of teaching
- Identifying the aim of teaching
- Clarifying the content of teaching

Key terms: content, principles, approach, method, technique, cultural; developmental; skill; subskill; language units; motivation; performance.

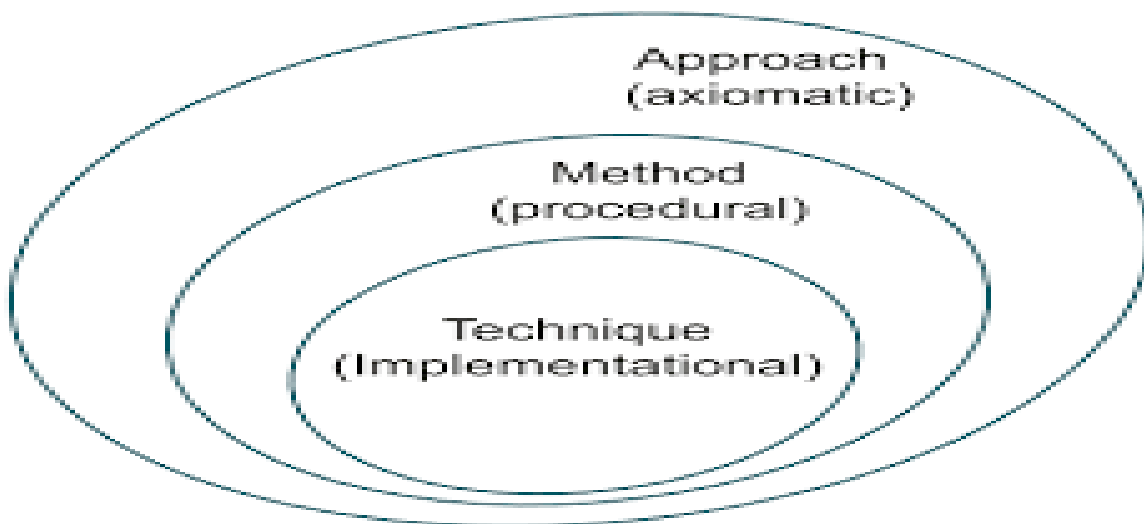
Theoretical Background

The methodology of teaching foreign languages is a system of knowledge about the laws of the process of teaching a foreign language and about ways of influencing this process in order to optimize it. The methodology of teaching a foreign language reveals and substantiates the patterns of teaching a foreign language usage.

The basic concepts that make up the foundation of the methodology include: process, goals, content, principles, methods, techniques, means and organizational forms of training. The basic categories of the technique are considered to be:

Method as a system of purposeful actions of the teacher, on the one hand, and educational actions of students, on the other. Technique - an elementary methodical

act aimed at solving specific problems at a certain stage of the lesson. The method is implemented in a system of techniques. The communication-oriented teaching method is implemented in the following techniques: - Technique of role-based communication - Technique of the formation of the approximate ability of students - Techniques for teaching speech interaction - Techniques for systematizing speech knowledge - Techniques for deepening and expanding content - Increasing the intensity of independent work - Techniques for stimulating speech thinking activity. - Techniques for standardized control. The approach is a common starting position, starting from which the researcher considers most of his other positions. The question of the relationship between the method and the approach remains controversial. Domestic methodologists and most foreign researchers believe that the approach to teaching plays a fundamental role and is the dominant idea on which the new method is built. The method and approach are interrelated and interdependent, they are characterized by constant interaction.



Picture1. The main differences approach, method and technique.

According to Rogers and Richard:

APPROACH	METHOD	TECHNIQUE
the act of getting close to • way, path, road	way of doing sth	technical or mechanical skills

<p>In language teaching, approach is a set of assumptions dealing with the nature of language teaching and learning. It describes the nature of language & language learning.</p>	<p>Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. Theory is put into practice.</p>	<p>A technique is implementational– that which actually takes place in a classroom. It is a particular trick, procedure to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.</p>
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E. Antony³ identified three levels of conceptualization and organization, which he named ***approach, method and technique***. According to his model: *approach* is the level at which assumptions and beliefs about language and language learning are specified; *method* is the level at which theory is put into practice and at which choices are made about particular skills to be taught, the content to be taught, and the order in which the content will be presented; *technique* is a level at which classroom procedures are described.

Approach is considered to be the theory about the feature of language and language learning that stands as the source of practices and principles in language teaching. J.C. Richards and Th. S. Rodgers present linguistic and psycholinguistic aspects of *approach*, as follows: a) theory of language which has three different theoretical views of language and nature of language proficiency: the structural, functional and interactional view; b) theory of language learning which associates with a method at the level of approach emphasizing either one or both of these dimensions: process oriented and condition oriented theories⁴. The second level at which approaches and methods are treated is a design and it is a dimension specially developed for an instructional system which leads an approach to a method. At this level of method analysis objectives, language content, learning tasks and teaching activities, role of students, role of teachers and role of instructional materials are

³Antony (1963:63-67), cited in the book: Richards J.C., Rodgers Th. S. Approaches and Methods in Language Teaching. Second ed. -Cambridge: CUP, 2002.

⁴Richards J.C., Rodgers Th. S. Approaches and Methods in Language Teaching. Second ed. -Cambridge: CUP, 2002. -P.19.

designated. And the third level of approach and methods analysis-procedure is concerned with how the tasks and activities are integrated into lessons and used as a basis for teaching and learning.

Thus, *methods* are held to be fixed in teaching systems with prescribed techniques and practices, whereas *approaches* represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. Method can be distinguished according to the teaching and learning context and it is used in wide context (Communicative language teaching) and narrow context (project work, problem-solving, brainstorming). Approach and method are based on the *principles* as initial theoretical points. Procedure itself includes task, techniques and activities. Tasks and activities can be considered as exercises. Technique is a way for a teacher to organize a learner's activity. Through techniques we develop in learners productive, receptive and interactive skills that are necessary for effective communication.

The principle is the guiding idea. It is customary to single out the following general didactic, general methodological, particular methodological principles. K.V. Minyar Beloruchev in his research identifies the following principles of teaching: the principle of a differentiated approach, the principle of managing the learning process, the principle of isolating specific landmarks, the principle of an integrated approach to motivation in teaching a foreign language.

Teaching principles

Teaching principles are tried as important part of methodology. The term "principle" means starting position for teaching and upbringing learners. Teaching process in educational establishments is realized on the basis of didactic principles. These principles are aimed at achieving effective education, acquiring basis of knowledge and developing skills to apply obtained knowledge in real life. The most recognized principles are:

1. Visua
l principle.

- | | |
|----|--|
| 2. | Scientific principle. |
| 3. | Systematic principle. |
| 4. | Principle of accessibility. |
| 5. | Principle of considering learner's individual abilities. |
| 6. | Cognitive principle. |

Teaching foreign language Methodology based on general didactic principles has created methodical principles:

- | | |
|----|--|
| 1. | Communicative (speech) approach to teaching foreign language. |
| 2. | Consideration of native language peculiarities. |
| 3. | Prevailing role of exercises on the all stages and in all spheres of foreign language acquisition. |

Content of teaching foreign language

Everything that is aimed at teaching learners is traditionally understood as content of teaching.

Content of teaching includes following components – language materials (phonetics, grammar, vocabulary), knowledge and skills, topics, texts, language notions that native language doesn't have (article), skills to use dictionaries and literature, ICT, etc.

Content of teaching is never fixed and it changes due to the aims and time. Nowadays selection of the Content of teaching is based on 2 basic principles:

1. Principle of necessity and sufficiency of the content.
2. Principle of ability and accessibility of the content.

First principle means that the content of teaching must cover those language means, texts and etc. which are not only necessary for achieving aims but sufficient for realizing those aims of teaching.

Second principle supposes real abilities of learners for acquisition of the selected materials.

In the teaching process a teacher and students are main communicants so it is necessary to present ELT content within two systems.⁵

The objects of teaching	Language	Speech	Speech activity	Culture
The objects of learning	Knowledge and subskills (pronunciation, vocabulary, grammar)	Subskills (mechanics of speech production and perception)	Skills in listening, speaking, reading and writing	Knowledge and skills related to cultural awareness

The first component of the content of FLT is the linguistic one which includes language material (phonetic, grammatical, and lexical minima) and speech material (utterances of different lengths) to be used in real acts of communication. The selection of linguistic material, the so-called minimum of vocabulary, minimum of grammar is circumscribed by the syllabus for secondary schools.

For organization of successive intercultural communication we should single out linguo-cultural material when integrates cultural content and cultural learning components⁶ as domains: . Cultural knowledge. Culturally marked lexical units (proverbs, sayings, tongue twisters, nursery rhymes, idioms, aphorisms and etc.)

⁵ J.J.Jalolov, G .T.Makhkam ova, Sh.S.Ashurov. English Language Teaching Methodology (theory and practice). — T.: «Fan va texnologiya», 2015,336 b.

⁶ Cortazzi M., Jin L. Cultural mirrors Materials and methods in the EFL classrooms. // In: E. Hinkel ed. Culture in Second Language Teaching and teaming. -Cambridge: CUP. 2007. -P. 196-219

Cultural values. The ‘psyche’ of the country, what people think is important; it includes things like family, hospitality, patriotism, fairness etc. Cultural behavior. The knowledge of daily routines and behavior. Cultural skills. The development of intercultural sensitivity and awareness, using the English language as the medium of interaction. These domains can be reflected in the structure and content of the cultural awareness, which is the foundation of communication and it involves the ability of to understand cultural values, beliefs and perceptions in both languages. The second component of “what to teach” is a psychological one. We have already described the relation of methodology to other sciences, particularly methodology and psychology. It should be mentioned that dynamic stereotypes serve as psychological bases for subskills as automatic components of conscious activity formed as a result of drills or exercises. Language proficiency largely depends on the mastery of a system of speech subskills and skills. In language acquisition these are subskills in pronunciation, grammar, vocabulary; skills in listening comprehension, speaking, reading and writing.

Any kind of aim comes out according to the need. Aim is the plod of the planned result and consequence of imagination. If one asked why English is taught at school it may be answered that it is taught according to practical, educational, cultural and developmental aims. Educational aims are the social order-task and it is oriented to formation and bringing up comprehensive intelligent person. Aims of teaching English have always been under discussion in different methodological works. In the second half of the last century the terms practical, educational and cultural aim of teaching and learning English have been explained according to requirements of society. In the 80s another term developmental aim of teaching appeared. Detailed analyses of this term was given by the great methodist G.V.Rogova .

Aims of the English language teaching are influenced by the tasks of allround development of a personality and up-bringing of students as well as by requirements of the syllabus of a certain type of educational stage. There are four aims of English language teaching. They are: - Practical; - Cultural (bringing up); - Educational; - Developmental.

The idea of the practical aim is to provide a sufficient level of knowledge and speech habits and skills (in reading, writing, speaking, listening) as well as some experience of independent work so that to enable school leavers to go on with their studies on their own. According to the syllabus, practical command of a foreign language is specified in two aspects:

1) to teach a foreign language as a means of communication within the limits of the situations determined by the syllabus;

2) to read texts without a dictionary and more difficult ones – with the help of a dictionary

As we know education and bringing up have always been in common. Cultural aim (bringing up) makes a substantial contribution: - to the developing pupils' linguistic outlook, as they get acquainted with some phenomena which are not typical of their mother-tongue (e.g. tenses, articles, EL word order); - to developing the pupils' communicative abilities; - to widening the pupils' communicative vision of the world, as it makes them acquainted with the life, customs and traditions of the people whose language they study; - to imply developing the pupils' intellect, his voluntary and involuntary memory, his imaginative abilities, logical thinking, etc. The cultural aim is realized within: - critical, patient and creative attitudes to yourself and others, to a new culture, event, knowledge; - the development of different character traits, outlooks, beliefs, moral-esthetic and emotional experience, different kinds of motivation and the abilities to use them to contribute successfully into the process of real and pedagogical communication; - the development of the awareness of the new activities, new people civilizations; - the development of the desire to cooperate and socialize; - the keeping cultural traditions of your own country and understanding and respect others'; to compare different cultures, to express a personal point of view on other cultures, problems as well as to use the knowledge, got from learning other subjects.

Educational aim promotes formation of such features of character as diligence and abilities for independent work, persistence, concentration, inquisitiveness. Educational aims are also realized within the process of achieving practical aims and

presuppose to contribute to: - all-round development of a personality; - widening the pupils; world outlook; - moral education. Educational aims can be achieved by means of: - selection of language material; - correct organization and conduction of English language lesson and effective combination of its main components; - choice of visual aids; - the teacher's manners and appearance; 37 - teaching the pupils to work with books on their own, e.g. independently.

Developmental aim of teaching English language is recently admitted as a scientific category in methodology of teaching foreign languages. However, it is very difficult to find, relevant methodic materials related to this objective. There is brief information about the developmental aim in the book written by G.V. Rogova and I.N. Vereshagina. The main idea of the developmental aim is how to teach a learner: - to develop his creativity, intellectual and cognitive abilities; - to develop different types of memory (visual/audio, short/long-termed, voluntary/involuntary), attention, skills, necessary for creative activities; - to develop mechanisms of anticipation, predicting, guessing, etc⁷.

Researchers also identified the main aims of teaching are to induce students to learn:

- Teaching is to inform and explain to your students any new knowledge they are expected to know in your subject area;
- Teaching aims at stimulating, directing and guiding students;
- Teaching aims at identifying learning problems;
- Teaching involves sharing experiences between the teacher and the learner;
- In the process of teaching, students mix freely together and understand one another's behavior;
- Another aim of teaching is to have good interaction with the people in the community where the school is cited;
- Teaching helps to identify what to learn through the use of syllabus and the scheme of work drawn⁸.

Teaching aims play a vital role in the educational process by providing clear direction and purpose for both teachers and students. They serve as a foundation for lesson planning, helping educators choose appropriate methods, materials, and activities that align with the desired outcomes. By clearly defining what students are expected to learn, teaching aims also facilitate assessment and evaluation, allowing

⁷ J.J.Jalolov, G .T.Makhkam ova, Sh.S.Ashurov. English Language Teaching Methodology (theory and practice). — T.: «Fan va texnologiya», 2015,336 b.

⁸ <https://nou.edu.ng/coursewarecontent/EDU%20233.pdf>

teachers to measure whether learning objectives have been achieved. Furthermore, when students understand the aims of a lesson, their motivation and engagement increase, as they can see the relevance of what they are learning. Overall, teaching aims ensure coherence, focus, and effectiveness in instruction, contributing to meaningful learning experiences and the development of competent, confident learners.

Questions for discussion

1. What is the role of methodology in language teaching?
2. What are the main differences between approach, method and technique?
3. How do you explain the term —aim of teaching and learning?
4. What are the main aims of teaching English?
5. How do teaching aims differ from each other?
6. What is the content of teaching foreign languages?

Glossary
Approach ~ refers to a set of principles or theories that guide how teaching and learning are conducted.
Technique ~ is a specific way of doing something, usually involving a particular skill or procedure.
SubSkill ~ are smaller, specific skills that make up a larger, more complex skill.
Principles ~ are fundamental truths, rules, or beliefs that guide actions or behaviors.
Content ~ refers to the information, ideas, or material contained in something , such as a book, speech, or program.
Object ~ is the event, thing or phenomenon under study.

For further reading:

file:///C:/Users/Lenovo/Downloads/ttu_fap001_000012.pdf

Video: <https://www.youtube.com/watch?v=BOzYN2RwCKs>

LECTURE 3. The Role of Artificial Intelligence and Digital Solutions in Language Education

Warm up discussion questions.

- ❖ Have you ever used an AI tools to help you learn a foreign language?
- ❖ What do you think AI can do to make learning a language easier or more fun?
- ❖ Which language-learning apps do you know that use AI?
- ❖ Do you think AI can help improve your language skills? How?
- ❖ Can AI replace a language teacher, or should it only support the teacher?

Learning objectives.

- Defining the notion of artificial intelligence.
- Analyzing the specific AI tools and platforms
- Identifying benefits of using AI in teaching FL
- Challenges of AI in teaching FL

Key terms: Intelligence, tool, platform, benefits, term, acquisition, AI, science, enhance, terminology.

Theoretical Background

In today's digital age, the integration of artificial intelligence (AI) into various fields has revolutionized the way we learn and communicate. One such area where artificial intelligence is having a significant impact is the teaching and learning of foreign languages. With advances in artificial intelligence technology, language learners now have access to innovative tools and resources that enhance the language acquisition process. This article explores the role of artificial intelligence in foreign language teaching and its benefits for teachers and students. Artificial Intelligence (AI), a term coined by emeritus Stanford Professor John McCarthy in 1955, was defined by him as “the science and engineering of making intelligent machines”. Much research has humans program machines to behave in a clever way, like playing chess, but, today, we emphasize machines that can learn, at least somewhat like human beings do AI tools are those which use algorithms in order to personalize and

adjust the learning experience based on learner's progress. Under this category Duolingo was the most mentioned one, due to different reasons such as its gamification technique, the competitive learning environment that makes the learner more engaged, and the adaption of the materials based on the learner abilities, making it available for all levels (Fitria, 2021a; Kannan & Munday, 2018).

The ability of a machine to imitate intelligent human behavior is known as artificial intelligence (AI), which is also known as the science and engineering of creating intelligent machines, particularly intelligent computer programs (McCarthy, 2007). AI is becoming a crucial component of contemporary educational systems since it has the potential to improve teaching approaches, personalize learning experiences, and accelerate administrative processes⁹. Lu and Wang (2019) using an AI-powered English learning platform demonstrated that using AI in language learning could improve students' motivation, engagement, and satisfaction. The study found that students using the platform had higher motivation and engagement levels than those without and reported higher satisfaction with the learning experience¹⁰. AI-powered tools and platform are sorted into the following categories: adaptive learning, translation, chatbots, voice assistants, pronunciation, lesson design and content creation, quiz/assessment, feedback, and online platforms.

Adaptive learning AI tools are those which use algorithms in order to personalize and adjust the learning experience based on learner's progress. Under this category Duolingo was the most mentioned one, due to different reasons such as its gamification technique, the competitive learning environment that makes the learner more engaged, and the adaption of the materials based on the learner abilities, making it available for all levels (Fitria, 2021a; Kannan & Munday, 2018).

Translation AI tools translate text or speech from one language to another. Many translators were remarked, like Google Translator, DeepL or Translator Online. These tools seem to be useful for learners, promoting self-directed learning and improving

⁹ McCarthy, J. 1997. What is Artificial Intelligence? Available electronically at [http:// www-formal.stanford.edu/jmc/whatisai/whatisai.html](http://www-formal.stanford.edu/jmc/whatisai/whatisai.html)

¹⁰ Lu, Y., & Wang, X. (2019). Impact of Artificial Intelligence on English Learning: An Empirical Study. *Journal of Educational Technology Development and Exchange*, 12(1), 1-12.

their knowledge and language skills, despite their questionable outputs. However, from the teacher's perspective, it is important to guide learners on ways to use MT tools effectively, making them aware of their possibilities and limitations (Pokrivcakova, 2019; Yiang, 2022).

Chatbots utilize natural language processing (NLP) engage in conversations and offer instant feedback, simulating an intelligent human interaction (Pokrivcakova, 2019; Sharifuddin & Hashim, 2024). ChatGPT, Rosetta Stone or Mondy are some of the chatbots regarded.

Voice assistants use speech recognition and respond to spoken questions or commands, offering assistance and answers to queries. Examples of the most mentioned voice assistants are Amazon Alexa, Google Assistant or Siri (Underwood, 2017; Fitria, 2021b).

Pronunciation AI tools analyze and provide feedback on users' speaking skills through speech recognition. ELSA and Orai are two AI tools that can be found in this category. ELSA (English Language Speech Assistant) is a mobile application that helps learners with their pronunciation. It analyses the spoken words or sentences, comparing it to voicedata from English speakers (with different accents) and providing scores from zero to 100 along with suggestions to improve (Bajaj & Bose, 2020; Fitria, 2021a)

Lesson design and contentcreation AI tools are those that facilitate teachers the development of instructional materials and curriculum (although these materials may need to be reviewed by teachers and adapted). Twee comes up as one of this AI tools, specifically designed to aid teachers elaborate activities for their classes easily. One of the functions it provides are creating questions and activities about any topic and for any level (Mogunova, 2023).

Quiz/assessment, there are AI tools that help to create resources to assess students' progress, such as tests, and quizzes that take place in the classroom. Fobizz, Quizgecko, Conker and Kahoot are the AI tools found in this category (Kannan & Munday, 2018; Mogunova, 2023)

Feedback AI tools help teachers give more individual and personalized feedback or automatically evaluate students' productions, like GradeScanner, GotFeedback or GotLearning (Mogunova, 2023). These tools can benefit EFL teaching by saving time, both for teachers and learners, but it is necessary to be aware of its limitations and its impossibility of replacing teachers (Jiang, 2022).

Online platforms offer English courses, including text, audio, videos, etc. MyEnglishLab is an adaptive tool created by Pearson which aims to provide a complete English course. The platform provides hands-on exercises covering various content areas, resembling a dynamic and interactive workbook that integrates multiple skills. It delivers immediate feedback tailored to each task, encompassing tasks involving text production, interpretation, audio and video comprehension, and speaking practice. MEL is suitable for self-directed learners as well as traditional and language schools alike (Delgado et al., 2020).

AI-powered Tools and Platforms

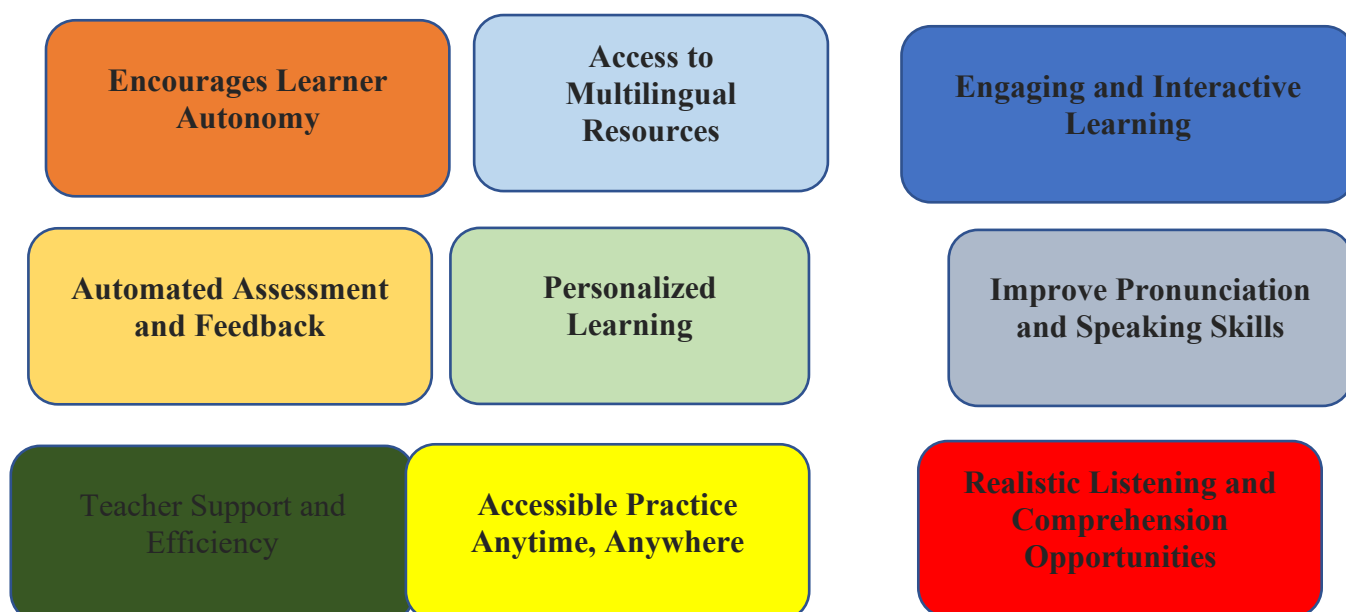
Category	Tool/Platform
Adaptive learning	-Duolingo, -Genie, - Tutor, -NEO
Translation	-Google translator, -Translator online, - Microsoft Translator, -Web Trance, -DeepL
Chatbots	-Rosetta Stone, -Andy, -Mondly, -Memrize, -ChatGPT, -Virtual Talk App
Voice assistants	-Amazon Alexa, -Siri, -Google voice search, -Cortana -Google Assistant
Pronunciation	-ELSA, -Orai, -Speaker Coach, -Glossika
Lesson design and content creation	-Twee, -Educational Copilot, -Lessonplans.ai, -Curipod, -Gamma.app
Quiz/test	-Fobizz, -Quizgecko, -Conker
Feedback	-GradeScanner, -GotFeedback, -Essay Grader, -Pigai
Online platform	-MyEnglishLab

Benefits of implementing AI into English Teaching

Teachers' point of view	Learners' point of view
Immediate and individual feedback.	Individualized and personalized learning
Group formation	Engaging learning.
Diagnose errors and patterns.	Enhance interest of students
Design specific lesson plans	Good learning atmosphere.
Improve and adopt teaching methods and strategies.	Increases interaction
Audio-visual aid	Complementary practice
Creating materials easily	Improve outcomes.

As it has been seen, integrating AI into English teaching has many benefits. However, this transformation is not without its challenges. From concerns surrounding data privacy and bias, to questioning the role of AI in education and whether it would replace teachers. Data privacy and security, Algorithmic Bias, Roles of teachers/Teacher replacement, Lack of training and support to teachers, Lack of technical infrastructure in schools, Integration with existing systems, Limited teachers' involvement in the development of AI tools, Context-dependent, Reliability and accuracy, Accessibility.

Opportunities of AI in language teaching



Best AI Tools to develop Language Skills and Language aspects

Skill	AI Tools to Use
Speaking	ELSA Speak, ChatGPT (Roleplay), Duolingo, Memrise, Gliglish,
Listening	Lingopie, Beelinguapp, Memrise, LingQ, Praktika.ai , Beelinguapp
Reading	LingQ, Beelinguapp, ChatGPT (Summarize), Duolingo
Writing	Grammarly, Quillbot, ChatGPT (Feedback), DeepL Write
Vocabulary	Memrise, Duolingo, Reverso, ChatGPT (Word of the day), LingQ
Grammar	Grammarly, ChatGPT (Quiz Maker), Duolingo, DeepL Write
Pronunciation:	Rosetta Stone, Google Speech-to-Text, YouGlish, Mondly

Challenges of using AI

- Data Dependency
- Transparency and Explainability
- Bias and Fairness
- Ethical and Privacy Concerns
- Job Displacement
- High Cost and Resource Requirements



Artificial Intelligence brings numerous advantages, such as improving efficiency, automating repetitive tasks, supporting better decision-making, and processing large amounts of data for valuable insights. Its impact is evident across sectors like healthcare, education, finance, and transportation. At the same time, AI poses challenges, including ethical dilemmas, biased data, potential job losses, privacy issues, and the need for clear regulations. Maximizing AI's benefits while addressing its risks requires responsible development, effective governance, and ethical, inclusive use of these technologies.

Questions for discussion

1. Who originated the term AI?
2. What kind of tools and platforms do you know?
3. What kind of challenges and benefits can you say of using AI in teaching process?

4. What is the main role of AI in teaching and learning foreign languages?
5. What kind of competences will be developed?
6. Can you suggest special AI to improve the language skills?

Glossary

AI ~ is the branch of computer science that focuses on creating machines or systems capable of performing tasks that normally require human intelligence.

Tool~ In education or technology, a tool can refer to a resource, software, or application that helps accomplish a task or enhance learning.

App~ an **app** is a digital tool or software application that supports learning, teaching, or classroom management.

Platform ~ in digital and educational contexts, a platform is a software system or online environment that hosts tools, applications, or services, enabling users to interact, collaborate, or perform specific tasks.

Autonomy~ is the ability to **make one's own decisions and act independently** without relying on others.

For further reading: <https://www.ed.gov/sites/ed/files/documents/ai-report/ai-report.pdf>

Video:https://www.google.com/search?q=the+role+OF+ARTIFICIAL+INTELLEGENCE+IN+TEACHING+FOREIGN+LANGUAGES+youtube&oq=the+role+OF+ARTIFICIAL+INTELLEGENCE+IN+TEACHING+FOREIGN+LANGUAGES+youtube&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCTExMDE1ajBqN6gCALACAA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:f0e343c2,vid:9jl29MRGdlk,st:0

LECTURE 4. Modern Pedagogical Approaches and Innovative Methods in Foreign Language Teaching

Warm up discussion questions.

- ❖ Why do you think language teaching methods keep changing over time??
- ❖ Can you give example of traditional and classical methods?
- ❖ In your opinion, what makes a language class effective and enjoyable??
- ❖ Would you enjoy a class taught only in the target language? Why or why not??
- ❖ How do teachers choose the best method for their classroom?

Learning objectives.

- Identifying the term of approach and method.
- Comparing different approaches and methods in language teaching
- Analyzing merits and demerits of teaching methods.
- Discussing different techniques in teaching FL.

Key terms: method, stage, procedure, teaching, approach, traditional, classical, background, terms, techniques, method.

Theoretical Background

In recent years, the teaching of foreign languages has experienced considerable changes due to developments in linguistics, educational psychology, and technology. Contemporary approaches and methods prioritize not only grammatical knowledge but also the development of communicative skills, critical thinking, and learner independence. These methods emphasize interactive, learner-centered activities, incorporating authentic contexts, multimedia tools, and cooperative learning. Moving beyond traditional grammar-translation methods, modern foreign language teaching seeks to provide learners with practical language abilities, cultural understanding, and the capacity to use the language effectively in real-world situations.

The grammar-translation method. Comenius’s progressive views held sway for some time; however, by the beginning of the nineteenth century, the systematic study of the grammar of classical Latin and of classical texts had once again taken hold in schools and universities throughout Europe. The analytical grammar-translation approach became firmly entrenched as a way to teach not only Latin but also, by extension, the vernaculars that had become modern languages as well. Grammar-translation was perhaps best codified in the work of Karl Ploetz (1819–1881), a German scholar who had a tremendous influence on the language teaching profession during his lifetime and after-ward. The following is a synthesis of the key elements of the grammar-translation approach (Kelly, 1969):

- Instruction is given in the native language of the students.
- There is little use of the target language for communication.
- The focus is on grammatical parsing, that is, the forms and inflections of words.
- There is early reading of difficult texts.
- A typical exercise is to translate sentences from the target language into the mother tongue (or vice versa).
- The result of this approach is usually an inability on the part of the student to use the language for communication.

Techniques of grammar translation method

Translation of Literary Passages	Read and translate	Deductive Teaching of Grammar	Vocabulary Memorization
Reading Comprehension Questions	Translate the question and answer the question	Composition Writing	Fill-in-the-Blanks / Gap-Filling
Highlight synonyms and antonyms	Analysis of Grammatical Structures	Use of Bilingual Dictionaries	Grammatical Transformation Exercises

The direct method. By the end of the nineteenth century, the direct method, which once more stressed as its goal the ability to use rather than to analyze a language, had begun to function as a viable alternative to grammar-translation. François Gouin, a Frenchman, began to publish his work on the direct method in 1880.³ He advocated exclusive use of the target language in the class- room, having been influenced by an older friend, the German philosopher-scientist Alexander von

Humboldt, who had espoused the notion that a language cannot be taught, that one can only create conditions for learning to take place (Kelly, 1969). The direct method became very popular in France and Germany, and even today it has enthusiastic followers among language teachers in many countries (as does the grammar-translation approach).

Key features of the direct method are:

- No use of the mother tongue is permitted (i.e., the teacher does not need to know the students' native language).
- Lessons begin with dialogues and anecdotes in modern conversational style.
- Actions and pictures are used to make meanings clear.
- Grammar is learned inductively (i.e., by repeated exposure to language in use, not through rules about forms).
- Literary texts are read for pleasure and are not analyzed grammatically.
- The target culture is also taught inductively.
- The teacher must be a native speaker or have native-like proficiency in the target language.

Techniques of direct method

Question–Answer Technique	Conversation Practice	Reading Aloud	Dictation
Demonstration / Use of Real Objects (Realia)	Dialogues and Role-play	Self-Correction Technique	Reading for Speaking
Guided Oral Practice	Pronunciation Drills	Substitution Drills	Situational Teaching

Silent Way. (Gattegno, 1976) Using an array of visuals (e.g., rods of different shapes and colors, and charts with words or color-coded sounds), the teacher gets students to practice and learn a new language while saying very little in the process. The method is inductive, and only the target language is used. A good silent way learner is a good problem solver. The teacher's role resides only in giving minimum repetitions and correction, remaining silent most of the times, leaving the learner struggling to solve problems about the language and get a grasp of its mechanism.¹¹

Key features of silent way:

- Learning is facilitated if the learner discovers or creates;
- The teacher must not interfere with the learning process;

¹¹ https://www.uobabylon.edu.iq/eprints/publication_3_8497_1861.pdf

- Learning is facilitated by accompanying (mediating) physical objects;
- Learning is facilitated by problem solving involving the material to be learned;
- Teacher should concentrate on how student learn, not on how to teach;
- Imitation and drill are not the primary means by which students learn.

Techniques of silent way

Colored rods	Color-coded charts	Use of gesture	Individualized pace
Fidel charts	Self correction	Structured sequencing	Feedback through tools
Teacher silence	Peer correction	Focus on production	Avoidance of translation

Suggestology, Suggestopedia, or Accelerated Learning. (Lozanov, 1978) In a setting more like a living room than a classroom, learners sit in easy chairs and assume a new identity; the teacher, using only the target language, presents a script two times over two days, accompanied by music. This is followed by group or choral reading of the script on the first day, along with songs and games. On the second day, the students elaborate on the script to tell an anecdote or story. The learners have copies of the script along with an L1 translation juxtaposed on the same page. The process continues with new scripts.

The suggestopedia method has six main features that are important in the process of teaching and learning using this method. According to Nosrati. Here the six key features of suggestopedia are¹²:

- Comfortable environment;
- The use of music;
- Peripheral learning;
- Free errors;
- Homework is limited;
- Music, drama and art are integrated in the learning process.

Techniques of Suggestopedia

Positive suggestion	Encouraging language	Affective filter	Music
The “Concert session”	Role play	Long dialogue	The placebo
Expectation effect	Games	Drama	Improvisation

¹² Jamolova Z.Q. The method of suggestopedia and its application in language teaching. Development of science. Vol 4. April 2025/4. P.8

Community Language Learning. (Curran, 1980) Sitting in a circle, and with the session being recorded, students decide what they want to say. The teacher as counselor-facilitator then translates and gets learners to practice in the target language the material that was elicited. Later at the board, the teacher goes over the words and structures the class is learning and provides explanations in the L1 as needed.

Techniques of Community language learning

The tape recording	Circle arrangement	Chain drill	Client-centered
Counseling	Reflective listening	Reflection sessions	Acoustic reinforcement
Whispering	Community building activity	Indirect error correction	Community Jigsawing

Total Physical Response. (Asher, 1996) The teacher gives commands, “Stand up!” “Sit down!” and so on and shows learners how to demonstrate comprehension by doing the appropriate physical action as a response. New structures and vocabulary are introduced this way for an extended time. When learners are ready to speak, they begin to give each other commands. Only the target language is used.

Techniques of Total Physical Response

Pointing and Gestures	Demonstrates	Modeling by the Teacher	Command-Based Instruction
Playful, Game-Like Activities	Physical Response to Language	Novel Commands	Imperative commands
Personalization	Action Sequences	Role Reversal	Students respond with physical actions.

The post-methods era .So what are these well-established principles that teachers should apply in the post-methods era? One of the early concrete proposals comes from Kumaravadivelu (1994), who offers a frame- work consisting of the 10 following macro strategies, which summarize briefly:

1. *Maximize learning opportunities.* The teacher’s job is not to transmit knowledge but to create and manage as many learning opportunities as possible.
2. *Facilitate negotiated interaction.* Learners should initiate classroom talk (not just

respond to the teacher's prompts) by asking for clarification, by confirming, by reacting, and so on, as part of teacher-student and student-student interaction.

3. *Minimize perceptual mismatches.* Reduce or avoid mismatches between what the teacher and the learner believe is being taught or should be taught as well as how learner performance should be evaluated.

4. *Activate intuitive heuristics.* Teachers should provide enough data for learners to infer underlying grammatical rules, since it is impossible to explicitly teach all rules of the L2.

5. *Foster language awareness.* Teachers should get learners to attend to and learn the formal properties of the L2 and then to compare and contrast these formal properties with those of the L1.

6. *Contextualize linguistic input.* Meaningful discourse-based activities are needed to help learners see the interaction of grammar, lexi- con, and pragmatics in natural language use.

7. *Integrate language skills.* The separation of listen- ing, reading, speaking, and writing is artificial. As in the real world, learners should integrate skills: conversation (listening and speaking), note-taking (listening and writing), self-study (reading and writing), and so on.

8. *Promote learner autonomy.* Teachers should help learners to learn on their own by raising awareness of effective learning strategies and providing problems and tasks that encourage learners to use strategies such as planning and self-monitoring.

9. *Raise cultural consciousness.* Teachers should allow learners to become sources of cultural information so that knowledge about the culture of the L2 and of other cultures (espe- cially those represented by the students) becomes part of classroom communication.

10. *Ensure social relevance:* Acknowledge that language learning has social, political, eco- nomic, and educational dimensions that shape the motivation to learn the L2, determine the uses to which the L2 will be put, and define the skills and proficiency level needed in the L2.

Techniques of Post method era

Contextualized Instruction	Guessing meaning from context	Peer observations,	Debates,	Using newspapers, videos, podcasts
Logically relevant topics	Note taking strategy	Video reflection	Role-plays,	Integrating digital tools,
Authentic situations	Project themes	Task-Based Activities	Problem-Solving	Using portfolios,

The Reading approach. In the early decades of the twentieth century, the Modern Language Association of America, based on the Coleman Report (Coleman, 1929), endorsed the reading approach to language teaching. The report's authors felt that, given the skills and limitations of most language teachers, all that one could reasonably expect was for students to come away from the study of a foreign language being able to read the target language, with emphasis on some of the great works of literature and philosophy that had been produced in that language. As reflected in the work of Michael West (1941) and others, this approach held sway in North America until the late 1930s and early 1940s. Elements of the reading approach are:

- Only the grammar useful for reading comprehension is taught.
- Vocabulary is controlled at first (based on frequency and usefulness) and then expanded.
- Translation is once more a respectable classroom procedure.
- Reading comprehension is the only language skill emphasized.
- The teacher does not need to have good oral proficiency in the target language.

The Audiolingual approach. Some historians of language teaching (e.g., Howatt, 2004) believe that the earlier reform movement played a role in the simultaneous development of both the audiolingual approach in the United States and the oral-situational approach in Britain (discussed next). When World War II broke out and made it imperative for the U.S. military to quickly and efficiently teach members of the armed forces how to speak foreign languages and to understand them when spoken by native speakers, and develop materials: the audiolingual approach was born (Fries, 1945). It drew on both the reform movement and the direct method but added features from structural linguistics and behavioral psychology. Structural linguistics begins with describing minimally distinctive sound units (phonemes),

which then form lexical and gram- matical elements (morphemes), which then form higher structures such as phrases and clauses/sen- tences (Bloomfield, 1933). In behavioral psychol- ogy, learning is based on getting learners to repeat behaviors (verbal or nonverbal) until they become fully learned habits (Skinner, 1957). The audio- lingual approach became dominant in the United States during the late 1940s, 1950s, and 1960s. Its features include:

- Lessons begin with dialogues.
- Mimicry and memorization are used, based on the assumption that language learning is habit formation.
- Grammatical structures are sequenced and rules are taught inductively (through planned exposure).
- Skills are sequenced: first listening and speak- ing are taught; reading and writing are post- poned.
- Accurate pronunciation is stressed from the beginning.
- Vocabulary is severely controlled and limited in the initial stages.
- A great effort is made to prevent learner errors.
- Language is often manipulated without regard to meaning or context.
- The teacher must be proficient only in the structures, vocabulary, and other aspects of the language that he or she is teaching, since learning activities and materials are carefully controlled.

The Cognitive approach. This approach was a reaction to the behaviorist features of the audiolin- gual approach, influenced by cognitive psychology and Chomskyan linguistics. Cognitive psychology (Neisser, 1967) holds that people do not learn complex systems like language or mathematics through habit formation but through the acquisition of patterns and rules that they can then extend and apply to new circumstances or problems. Likewise, in Chomskyan linguistics (Chomsky, 1959, 1965) language acquisition is viewed as the learning of a system of infinitely extendable rules based on meaningful exposure, with hypothesis testing and rule inferencing, not habit formation, driving the learning process. Features of the cognitive approach include:

- Language learning is viewed as rule acquisition, not habit formation.
- Instruction is often individualized; learners are responsible for their own learning.
- Grammar must be taught, but it can be taught deductively (rules first, practice later) and/ or inductively (rules can either be stated after practice or left as implicit information for the learners to process on their own).
- Pronunciation is deemphasized; perfection is viewed as unrealistic and unattainable.
- Reading and writing are once again as important as listening and speaking.
- Vocabulary learning is again stressed, especially at intermediate and advanced levels.
- Errors are viewed as inevitable, to be used constructively for enhancing the learning process (for feedback and correction).

Individual approach

The **roots** of the individual approach can be traced back to the **17th–18th centuries**, but it became more formally recognized in the **20th century**.

The individual approach in education emerges from the understanding that learners differ widely in their backgrounds, abilities, motivations, and learning styles. Instead of applying a uniform method to all students, this approach emphasizes tailoring instruction to meet each learner's unique needs. Rooted in learner-centered pedagogy, it seeks to create a more flexible and responsive classroom environment where students can progress at their own pace and engage with materials that align with their interests and strengths. By recognizing these individual differences, the individual approach aims to enhance motivation, support diverse learning pathways, and ultimately promote more effective and meaningful learning experiences¹³. C.Rogers believed that learning is most effective when it addresses the learner's **personal feelings, goals, and self-direction**.

Key features of the Individual approach

- Teaching focuses on what the learner needs, knows, and prefers instead of following a single, rigid lesson plan.

¹³ Ashurov A.A. Texnika OTMlari bakalavr talabalari kommunikativ kompetensiyasining shakllantirishida shahsga yo'naltirilgan yondashuv. Pedagog. fanl. bo'yicha falsafa doktori. -T.:2020. 181 b.

- Students may work on different tasks depending on their skill levels or learning goals.
- Teachers choose or design materials that suit individual learners—extra reading for advanced learners, simplified tasks for beginners, visual aids for visual learners, etc.
- Students may set their own objectives and work with the teacher to achieve them.

Integrated approach.

The **Integrated Approach** is a teaching approach in which different skills, subjects, or learning activities are **combined and taught together**, rather than separately. Instead of teaching reading, writing, speaking, listening, or even different subjects as isolated parts, the integrated approach connects them in meaningful and relevant ways. John Dewey mentioned knowledge is interconnected and should not be taught in isolated subjects. Bruner believed that learners understand better when subjects are **linked conceptually**¹⁴.

Main principles of the Integrated approach

- All four language skills—**listening, speaking, reading, and writing**—are taught together because real communication naturally integrates them.
- Learning should connect different **subjects, themes, or content areas** (e.g., English + Science or Literature + History).
- Use of real-world materials (articles, videos, interviews, podcasts) to integrate skills naturally.

The Communicative approach. This approach is an outgrowth of the work of anthropological linguists in the United States and Firthian linguists in Britain, all of whom view language as a meaning-based system for communication. (See Duff, this volume, for an extended discussion.) Now serving as an umbrella term for a number of designs and procedures (to use Richards and Rodgers's terminology) the communicative approach includes task-based language teaching and project work, content-based and immersion instruction, and Cooperative Learning (Kagan, 1994),

¹⁴ Gulyamova M.X. Ingliz tilini o'qitishda talabalar kommunikativ kompetensiyasini rivojlantirishda integrativ yondashuv. Pedagogiya fanlari bo'yicha falsafa doktori.-T.:2019. 181 b

among other instructional frameworks. (See also chapters by Nunan and Snow, this volume.) Some of the salient features and manifestations of the communicative approach are:

- It is assumed that the goal of language teaching is the learners' ability to communicate in the target language.
- It is assumed that the content of a language course will include semantic notions and social functions and that they are as important as linguistic structures.
- In some cases, the content is academic or job-related material, which becomes the course focus with language learning as a simultaneous concern.
- Students regularly work in groups or pairs to transfer and negotiate meaning in situations in which one person has information that the other(s) lack.
- Students often engage in role play or dramatization to adjust their use of the target language to different social contexts.
- Classroom materials and activities often consist of authentic tasks and projects presented and practiced using segments of preexisting meaningful discourse, not materials primarily constructed for pedagogical purposes.
- Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and also writing (this assumes the learners are educated and literate).

Effective foreign language teaching relies on the strategic use of various approaches and methods to meet diverse learner needs. Different approaches, such as the communicative, task-based, and content-based approaches, provide overarching principles that guide teaching, while specific methods, like the direct method, audio-lingual method, or cooperative learning, offer practical ways to implement these principles in the classroom. By combining multiple approaches and methods, teachers can create dynamic, student-centered learning environments that promote active participation, learner autonomy, and meaningful language use. This flexibility allows educators to address different learning styles, integrate technology, and adapt lessons to real-life contexts, ultimately enhancing students' language proficiency and confidence.

Questions for discussion

1. What is the main difference between a teaching approach and a teaching method?
2. The grammar-translation method emphasizes reading and writing over speaking and listening. What is one advantage and one limitation of this method?
3. If a teacher focuses on real-life communication and learner interaction, which approach are they most likely using?
4. How does the communicative approach differ from the direct method in terms of teaching grammar?
5. If a method focuses on repetition, drills and habit formation, which teaching method is being applied?
6. Which method would be most suitable for beginners who need to build basic vocabulary and pronunciation skills quickly?

Glossary

Cognitive ~ refers to processes involved in acquiring knowledge and understanding, including perception, memory, critical thinking, and problem-solving.

Concept~ refers to a key idea or principle that learners are expected to understand and apply.

Drilling~ a technique where learners repeat words, phrases, or sentences after the teacher to practice pronunciation, intonation, grammar structures, or vocabulary.

Communication ~ refers to the ability to convey and understand messages effectively in a target language, including speaking, listening, reading, and writing skills.

Interaction~ refers to the exchange of language between learners, or between learners and teachers, with the purpose of practicing, negotiating meaning, and developing communication skills.

For further reading:

https://ia801609.us.archive.org/28/items/ApproachesAndMethodsInLanguageTeaching2ndEditionCambridgeLanguageTeachingLibrary_201610/_Approaches_and_Methods_in_Language_Teaching__2nd_Edition__Cambridge_Language_Teaching_Library_.pdf

Video:https://www.google.com/search?q=approaches+and+methods+in+language+teaching+youtube&oq=approaches+and+methods+in+language+teaching+youtube&gs_lcrp=EgZjaHJvbWUyCwgAEEUYChg5GKABMgkIARAhGAoYoAHS AQkxODQzMWowajSoAgCwAgE&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:e109593c,vid:tJtSmUjcYU0,st:0

III. AMALIY MASHG'ULOTLAR

PRACTICAL LESSON 1. Modern Pedagogical Approaches and Innovative Methods in Foreign Language Teaching

Warm up activity.

1. What kind of methods do you apply in your teaching experience?
2. Is it effective to use several methods in one lesson? Why? Why not?
3. What's eclectic approach? Can we put this approach into practice?



Lesson Objectives:

to improve the learners ' knowledge of the methods used in English teaching
to develop their ability to integrate different methods and approaches in their classrooms

to enable the teachers to design the lessons creativity and be competent in reaching the aims

1. Read the text and match them.

1.Silent way, 2.Total Physical Response, 3.Suggestopedia, 4.Community language learning, 5. Audiolingual method

A.Repeating, Drilling the conversation

B.Students sat in a circle for discussions

C.Commands for daily routine actions: "Wake up," "Brush your teeth," "Go to school"

D.Color-coded Fidel charts for pronunciation

E.Relaxed seating with soft music in the background

2. Read the text and write down the role of teachers and students in TBL.

Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world. A situation where oral communication is essential for doing a specific task. Task based learning has the advantage of getting the student to use her skills at her current level. To help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity. Task-based language teaching, if implemented appropriately can provide an environment in which students interact in a manner that stimulates the learning process on their own. This is the true nature of task based language, for within its paradigm and approach, the student is accorded tasks to complete while making the best possible use of the target language (Lindsay & Knight, 2006). Even though there are various benefits in language learning contexts with TBLT, a task alone doesn't ensure that it is successful in implementation. Unless the instructor or the person in charge of the task performance thoroughly understands how tasks are actually performed in classroom. TBLT also suggests is more than just giving tasks to learners and evaluating their performance. It is very important for the teacher who is trying to implement TBLT successfully to have sufficient knowledge about the instructional framework related to its plan, procedure and assessment. (Joen, In-Jae & Hahn, 2009). The task-based framework consists of three main phases; these phases are pre-task, task cycle and language focus.

1. Pre-task: The teacher introduces the topic to the class and gives them directions on what they need to do. Ellis (2006) states that the first phase is pre-task and explains the various activities that teachers and students can carry out before they start the task.

2. Task Cycle: It presents the students with a broad experience of language in use. It consists of three elements:

a. **Task:** The students work on a task simultaneously, in groups or in pairs while the teachers monitors and offers support.

b. **Planning:** It forms the central part of the cycle and comes after the task but before the report. Here, students orally or in a written form explain to the class that what happening during their task. The teacher is available to advice the students about the language in order to boost their learning capabilities.

c. **Report:** It is an important stage in which the students report their findings to the class while the teacher may give them a quick feedback about their content. This phase also aims at providing some pedagogic goals like encouraging feedback and reflection, etc. This helps the students to improve their language.

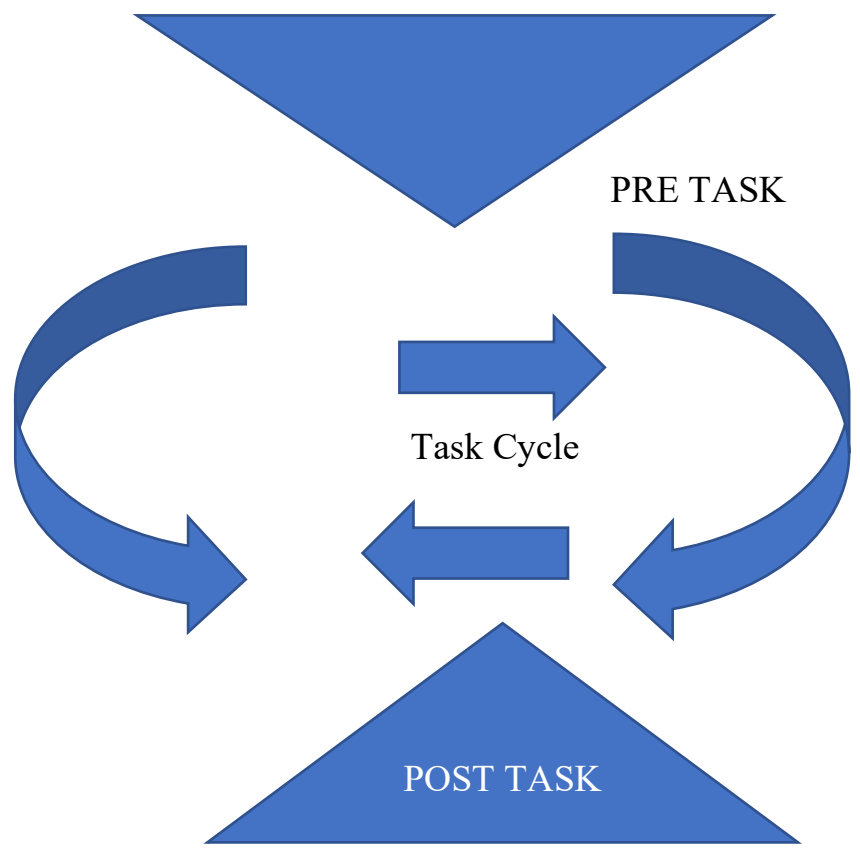
3. Language Focus: This allows the learners to examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed (Willis, 1996, p.75). Language focus has two components: 1. **Analysis:** In this phase, parts of the text are highlighted by the teacher for analysis by the students. The teacher

can then tell the learners to point out the main features of the text. This can broaden the understanding of the learners by reflecting upon the language. 2. Practice: Finally, in this phase, the students practice the language areas as directed by the teacher based upon the needs of the learner. The practice increases the inquisition of language and the self-confidence of the learners.¹⁵

The role of teacher	The role of student
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3. Look at the structural framework of TBL and match pre, while and post stages

Structural framework of TBL



¹⁵ Asma Musazay & Madihah Khalid. Teachers' Perspectives on Task-Based Language Teaching: A Case Study at International Islamic University Malaysia. IIUM JOURNAL OF EDUCATIONAL STUDIES, 5:1 (2017) 62-75 Copyright © IIUM Press ISSN: 2289-8085. <http://irep.iium.edu.my/66857/1/withasma.pdf>

A. Working with and using the target language: Activities like pair work, group work Exercises like information gap activities Gradual increase in the importance of Planning, Report, Presentation TASK CYCLE

B. Raise consciousness Introduction to subject and task. Thorough introduction to topic by teacher Use of pictures, posters and demonstrations (PRE TASK)

C. Selecting, identifying and classifying common words and phrases. Practice of language and phrases in classroom. Building personal dictionaries.(POST TASK)

4. Skim the text and highlight the main key words from the context.

First, it is necessary to consider that CLIL is not new. In fact, it has been used as a synonym for Content Based Instruction better known as CBI. Both CLIL and CBI share some similarities, but there are differences that must be considered. Richards and Rodgers (2014), argue that the first difference is based on the origin of each approach, since they refer to each of them. CBI was conceived in North America, specifically in Canada as a response to the situation of Frenchspeaking students in English-speaking schools. It was necessary to help students understand a second language. In this way, the immersion programs appeared. Therefore, the context was communicative since the methodological principles call for real and meaningful communication opportunities for the students and driven by the arrival of immigrants and the need to help the students to speak the new language. In fact, Lagabaster and Sierra (2010) confirm language as one of the main differences since in CLIL programs the language of instruction is not spoken locally as in the case of immersion programs where students are fully exposed to the second language. once they leave school. CLIL, on the other hand, was designed in Europe by a group of experts who pursued the goal of helping students communicate fluently in English in 1976. Another significant difference is related to the number of teachers. CBI requires two teachers who work in the same classroom: a content teacher and a language teacher, while CLIL needs only one teacher to teach the content not in the second language but through it. Regarding the teachers of both programs, Lasagabaster and Sierra (2010) present arguments to emphasize that it constitutes another significant difference between CBI and CLIL since in immersion programs native teachers are required to have an excellent command of the target language as in

CLIL, the L1 of teachers commonly the same as that of students. In addition, the training received by immersion professors in the universities prepares them for any specific need of this program, while most of the CLIL teachers have not received this type of specific training, especially before 2010, when the official degrees (specifically in Spain) began to consider this issue. Have Master's programs in CLIL in which the professors are not only prepared to know the subject itself, but the methodology and profile of a CLIL teacher allows them to visualize that this reality will change positively soon. Regarding age at onset, Lagabaster and Sierra (2010) point out that, although immersion programs begin at a very young age, CLILs are more like late immersion programs that are implemented in secondary education. The teaching materials are also different. Immersion programs use the same books that are used to teach a subject in an English-speaking country while they are in the CLIL programs; they may need to adapt these materials, especially in the initial stages. The output profile in both programs is also different, especially in the CLIL programs.

5. Discuss the following questions

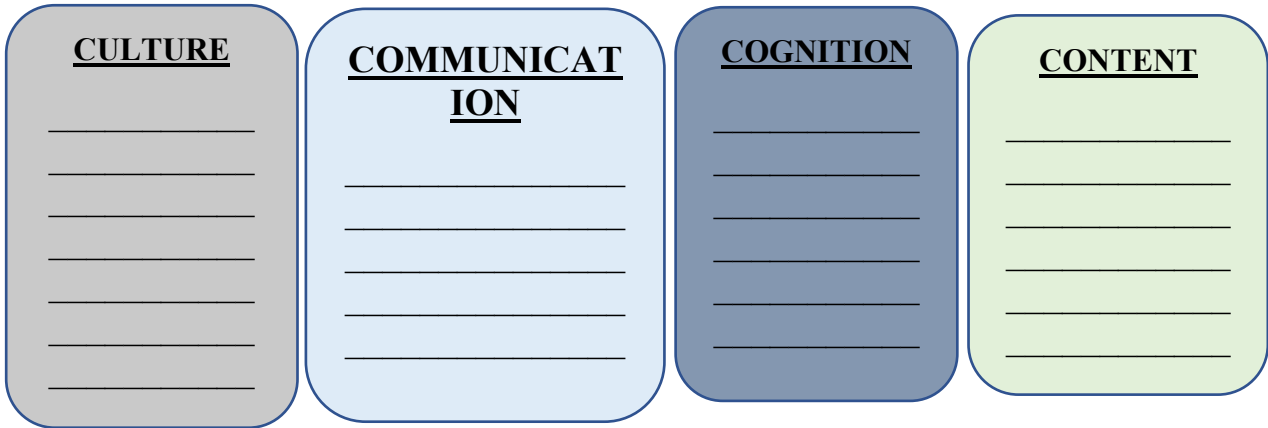
1. According to Lagabaster and Sierra (2010), what is one of the main differences between CLIL and immersion programs?
2. Who teaches in a typical CBI classroom, and how does this differ from CLIL?
3. How does the L1 (first language) of teachers differ between CLIL and immersion programs?
4. Compare the origins of CBI and CLIL. How do they reflect the educational needs of their respective regions?
5. How does the output language proficiency differ between CLIL and immersion students?
6. What challenges might CLIL teachers face when adapting teaching materials for students?

6. Complete the table according to your own idea and discuss in a small group.

THE 4CS FRAMEWORK

CLIL

4 CS FRAMEWORK



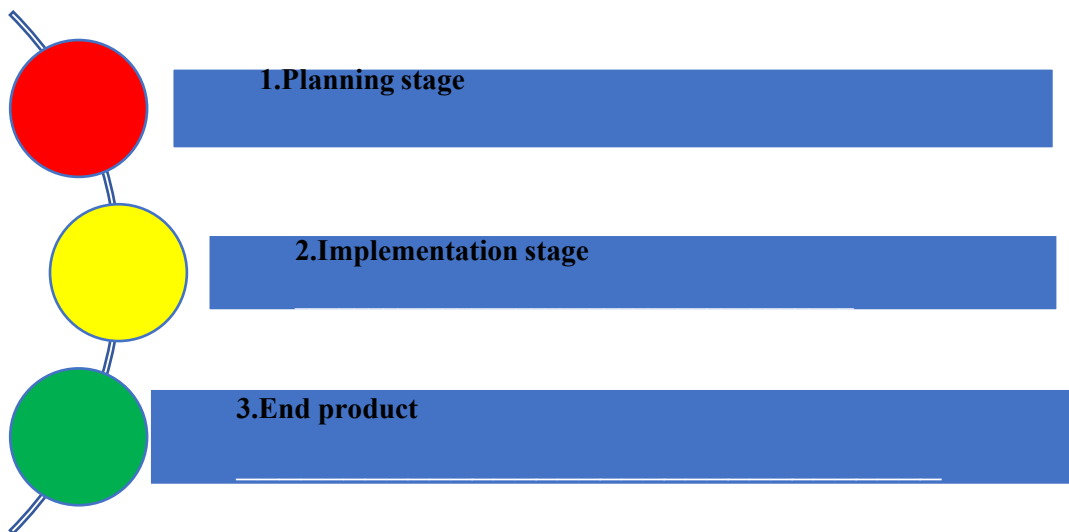
7. Read the text and think about your own project then create it.

WHAT IS PROJECT –BASED LEARNING?

Project-Based Learning is a teaching method in which “students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem or challenge that results in a product, publication, or presentation that is shared with a public audience” (Buck Institute for Education). Students are engaged in work that is substantial, shareable, and personally meaningful. Students often call Project-Based Learning, “hard work, but fun” because the effort and engagement produce results. When engaged in project based learning, students work in teams to conduct research, and use multiple and varied resources. Teams produce multiple drafts of their work, engage in on-going self and group reflection, receive feedback from their classmates, teachers, and other stakeholders, and continually refine their work until it is ready for sharing with a public audience. Project-Based Learning can occur in any classroom and at any grade level. Projects can vary in length of time and complexity.

The name of project work

The stages of the project



PROJECT CALENDAR/TIMELINE

Date/lesson	What teacher does?	What students do?	Assessment	Resources

8. Read the paragraph and name the project.

<p>Effective online projects encourage students to work on a problem in depth, rather than covering many topics briefly. Students also engage in learning what is needed to solve a problem or complete a project, rather when the teacher decides in predetermined curriculum. Both of these strategies are cited in educational reform literature as being important tools to improve learning.</p> <p style="text-align: right;">Learning To Learn</p>	<p>Web projects build learning experiences connected to the kind of learning one does throughout life, rather than only on "school" subjects. By using the real tools for intellectual work that are used in the workplace, rather than oversimplified textbook techniques, students become familiar with the kinds of knowledge that exist. Finding information and people on the Internet gives students the knowledge of how to go about acquiring the knowledge they may need.</p> <p style="text-align: right;">Life Long Learning</p>
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10.Design your project work according to CBL,CLIL or PBL: Jot down.

In your project work you should be include:

Project title:-----

Subject:-----

Language and content goal:-----

Language outcomes:-----

Project work components-----

Action steps:-----

Final presentation:-----

Glossary

- 1. Project**-is a planned piece of work that is carried out over a period of time to achieve a specific goal or result.
- 2.CBI**-s a teaching approach in which students learn a foreign language by studying meaningful content, such as science, history, culture, or real-world topics.
- 3.CLIL**- is an educational approach where students learn a subject and a foreign language at the same time.
- 4.PBL**-is an instructional approach in which students gain knowledge and skills by working for an extended period on a real-world, complex project or question.
- 5. Integrated skills**-refers to an approach in language teaching (and other learning contexts) where multiple skills are taught and practiced together rather than in isolation.
- 6.Framework**- is an organized structure or system of ideas that provides support, guidance, or a foundation for understanding, planning, or building something.

PRACTICAL LESSON 2. COMPETENCIES IN LANGUAGE EDUCATION AND THEIR SUB COMPONENTS

Warm up activity.

1. What do you think about the competence in teaching?
2. What do your students usually do when they forget a word in English? Which competence should be used?
3. What communication competence do you use in real life?



Lesson Objectives:

to raise the teachers' awareness of the language learning competence

to help the learners' to differentiate different sub components of communicative competence

to develop their ability to practice the communicative competences into their teaching process

1. Think about the word competence and make an acronym-style breakdown of the word “C.O.M.P.E.T.E.N.C.E” to make it easy to remember in a teaching/learning context. Write it’s explanation.

Acronym-style breakdown	Explanation
C – Communication:	
O – Organization:	
M – Meaning-making:	
P – Pragmatics:	
E – Expression:	
T – Thinking skills:	
E – Engagement:	
N – Negotiation:	
C – Cultural awareness:	
E – Evaluation	

2. Read the text and analyze the terms of “communicative competence” which was mentioned by researchers.

Communicative competence means having ‘a competence to communicate’. This competence can be oral, written or even nonverbal. It is an inclusive term that refers to possessing the knowledge of the language as well as the skill to use the language in real life situations for fulfilling communicative needs. To define the notion ‘communicative competence’ we can delve into the two words that constitute it, of which the word ‘competence’ is the headword. Competence can be described as the knowledge, ability or capability while the word ‘communicative’ has the meaning of exchange or interaction. So we can say that communicative competence is nothing but a ‘competence to communicate’ that is, having the ability that allows the person to communicate in order to fulfill communicative needs

Savignon (1972) defined communicative competence as “the ability to function in a truly communicative setting” (p: 8). This means that, to her, communicative competence is close to Hymes’ view (1972). She considers communicative competence as an ability

for functioning in communicative settings and this is something totally different from the linguistic competence by Chomsky (1965) as no one can function in real life situation with only grammatical competence. For Savignon (1983), competence is “what one knows” and performance is “what one does” (p: 94).

Widdowson (1978) defined communicative competence in terms of Usage and Use; where ‘Usage’ refers to one’s knowledge of the linguistic rules, and ‘Use’ refers to one’s ability to use his knowledge of the linguistic rules for effective communication.

Canale and Swain (1980) defined communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. This view agreed with Hymes and others that communicative competence includes various competencies. Knowledge here refers to one’s knowledge of the various aspects of language and language use, while skill refers to how one can use the knowledge in actual communication

Terrel and Krahen (1983) have defined communicative competence as the use of language in social communications without grammatical analysis. They related communicative competence to the communication and didn’t give a focus for the grammatical competence. This means that communicative competence is manifested in the communication. They argued that the primary goal of language learning should be the development of the communicative skills. They arrived at a principle that “language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning” (Krashen and Terrell 1983:55)¹⁷.

Your idea about communicative competence:

Communicative competence is -----

¹⁷ Sabri Thabit Saleh Ahmed. Communicative Competence in English as a Foreign Language: Its Meaning and the Pedagogical Considerations for its Development. An International, Open Access, Peer Reviewed, Refereed, E- Journal in English. Vol. II & Issue VI (February- 2018) ISSN-2455-6580. P.267-277.
<https://www.redalyc.org/pdf/7038/703876866064.pdf>

3. Read the text and match the sub components of communicative competence. One is extra.

Linguistic competence	D. Socio linguistic competence
Discourse competence	E. Pragmatic competence G. Phonetic competence
Strategic competence	F. Sociocultural competence

1. Linguistic competence, which involves the mastery of knowledge and skills in various aspects of language, such as vocabulary, phonetics, grammar, and their cognitive organization..

2. Sociolinguistic competence, which represents the ability to choose linguistic forms, use them, and transform them in accordance with the context.

3. Pragmatic competence, which includes knowledge, skills, and abilities that enable one to understand and produce utterances in a given communication situation, speech task, and communicative intention

4. Discourse competence is the ability to **understand and produce connected stretches of language** (spoken or written) that are coherent and meaningful in context.

5. Strategic competence is the ability to **use strategies to overcome communication problems or gaps** when you don't know a word, forget a phrase, or face difficulty understanding or being understood.

6. Sociocultural competence is the ability to **understand, interpret, and use language appropriately according to the social and cultural context.**

7. Phonetic competence is the ability to **recognize, produce, and understand the sounds of a language accurately**, including pronunciation, stress, intonation, and rhythm

4. Read the different case studies and try to identify the types of communicative competence and its strength and weaknesses.

Mustafa is a 12 year-old student in an international school. He has been learning English for 4 years. Recently, his teacher noticed that he struggles in certain areas of communication, but he excels in others.

What competence is used? _____

Strength:

Weaknesses:

Maya is a 16-year-old student learning English in an international school. Her class has students from different cultural backgrounds, including India, Japan, Nigeria, and Brazil. Recently, the teacher noticed that Maya sometimes struggles to communicate appropriately in social and cultural contexts.

What competence is used? _____

Strength:

Weaknesses:

Lina is a 17-year-old student learning English as a second language in a multicultural high school. She has **strong grammatical knowledge and vocabulary**, but her teacher has noticed that her language is sometimes **socially inappropriate** or misinterpreted by classmates from different cultural backgrounds. Lina's pragmatic difficulties affect her **peer interactions, class participation, and group projects**.

What competence is used? _____

Strength:

Weaknesses:

Nora is an 18 – year – old EFL student in a multicultural high school. She has strong grammar and vocabulary skills but struggles with producing coherent and cohesive texts across spoken and written genres. Her teacher has noticed that her discourse level issues affect communication clarity, peer collaboration and academic performance.

What competence is used? _____

Strength:

Weaknesses:

5. Listen to the presentation and take notes. Try to find the main features of competence.

https://www.google.com/search?q=the+main+features+of+communicative+competence+youtube&og=the+main+features+of+communicative+competence+youtube&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRigATIHCAIQIRigAdIBCTIzMjY4ajBqN6gCALACAA&sourceid=chrome&ie=UTF

1. What is communicative competence according to Jack C. Richards idea?
2. What is main features of communicative competence?
3. Can you tell the main elements of communicative competence?
4. Explain five strength of communicative competence: accuracy, fluency, complexity, appropriacy, capacity.

6. Categorise the exercises according to the sub components of communicative competence.

Exercises	Communicative competence
<ul style="list-style-type: none"> • Divide class into small groups. Write a simple sentence on the board: “The boy is playing.” Call out a linguistic challenge every 30 seconds, such as: Change the tense Add an adjective Add an adverb Make it passive <p>(Linguistic)</p>	
<p>In some cultures, people refuse directly. In others, people refuse indirectly to avoid embarrassment. How would you politely refuse a dinner invitation in: an English-speaking culture? your local culture? Compare differences.</p> <p>(Pragmatic)</p>	
<p>Create a short text (150–200 words), then cut it into separate sentences and mix them up. Choose texts such as: a story a news paragraph</p>	

8. Design your own lesson plan. Your lesson plan should be included:

- ✓ Learning objectives
- ✓ Materials
- ✓ Warm-up
- ✓ Presentation
- ✓ Controlled practice
- ✓ Guided practice
- ✓ Production
- ✓ Wrap-up
- ✓ Homework

Lesson Plan Template

Subject/Topic: _____

Level: _____

Time: _____

Date: _____

1. Learning Objectives

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

1. _____
2. _____
3. _____

2. Materials

- _____
- _____
- _____

3. Warm-up (5–10 minutes)

- Activity: _____
- Purpose: _____

4. Presentation (10–15 minutes)

- Language or content focus: _____
- Teacher demonstrates / explains: _____
- Examples / visuals: _____

5. Controlled Practice (5–10 minutes)

- Activity: _____
- Instructions: _____
- Teacher checks / monitors: _____

6. Guided Practice (10 minutes)

- Activity: _____
- Pair or group work: _____
- Teacher support / feedback: _____

7. Production (10 minutes)

- Activity: _____
- Students create / perform / write: _____
- Teacher monitors and provides feedback: _____

8. Wrap-up (5 minutes)

- Activity: _____
- Review key points: _____
- Quick interactive closure: _____

9. Homework

- Task: _____
- Instructions: _____

GLOSSARY

1. Competence- is the ability of a person to effectively perform a task or role by combining knowledge, skills, and attitudes.

2. Communicative competence- is the ability to effectively communicate in a language, not just by knowing its grammar and vocabulary, but also by understanding how, when, and why to use language appropriately in different social contexts.

3. Component- is a part or element of a larger system, structure, or concept that contributes to the whole.

4. Presentation- is a part or element of a larger system, structure, or concept that contributes to the whole.

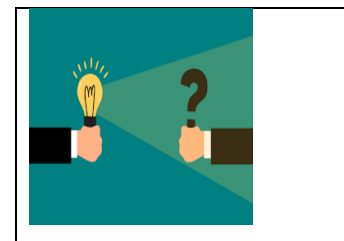
5. Objectives- are clear, specific statements of what learners are expected to achieve by the end of a lesson, course, or activity.

6. Discourse- refers to language use beyond the level of individual words or sentences. It involves **connected speech or writing** that forms meaningful communication, such as conversations, stories, essays, or speeches.

PRACTICAL LESSON 3. TYPES OF SPEECH ACTIVITY AND THE PROCESS OF TEACHING THEM IN AN INTEGRATED WAY

Warm up activity.

1. Which types of speech activity (listening, speaking, reading, writing) do you feel most confident about, and why?
2. How do you think different types of speech activity can support each other when learned together?
3. Why do you think teachers often combine speaking and listening activities instead of teaching them separately?
4. Do you prefer activities that focus on only one skill or those that integrate several skills? Explain your preference.



Lesson Objectives:

To practice integrated speech activities in language process;

To share them the strategies and techniques to motivate students by promoting the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary;

To create the ability to design the lessons by integrating approaches, methods and techniques;

1. Read the text and define difficulties in reading, writing, listening and speaking.

Speaking is the ability to communicate with other speakers, so that each of the participants in the conversation says things and, in turn, responds to what others say (Brown & Lee, 2015). Students perceive speaking as the most difficult competency (Graham, 2007). In language learning, speaking can be a conversation between the teacher and the students, or among students when neither side knows in advance what the other party will say; role-playing when students are only provided the story outline, the character they are playing and its role, but not the text itself; or a lecture, provided that at the end the listeners have to ask the lecturer questions and he or she is required to respond. Verbal activities that do not involve communication, such as repeating the teacher's words in unison, are not considered speaking; neither is responding to a generic question that the teacher asks each student in turn; roleplaying when the part was learned by heart;

delivering a presentation learned by heart without having to answer questions afterwards; or reading an answer from a notebook.

Listening is the ability to listen to a spoken text and understand it (Brown & Lee, 2015); this activity requires active listening (Chambers, 2006). In language learning, listening can involve listening to a dialogue or a monologue composed especially for the students; listening to a song and trying to understand the lyrics with the help of the teacher; or listening to other students while being required to comment afterwards. Listening to other students speaking without having to respond is not considered listening; neither is listening to a recording of a text while reading it or listening to a song in order to repeat the lyrics without understanding the words.

Reading is the ability to understand what is being read, that is, independent reading where the reader interacts with the content in order to understand the subtexts and intentions of the author (Brown & Lee, 2015). In language learning, any silent reading by students of different genres of texts that deal with a variety of topics is considered reading. Reading aloud, regardless of if the text is read by the teacher (Nuttall, 1996) or the students, should not be considered reading.

Writing is the ability to create a new and original written text with attention to rhetoric, correct grammar and coherency that are particular to written texts (Brown & Lee, 2015). In language learning, activities such as writing emails, posts and lists are considered writing. Activities that do not involve the creation of a new freestanding text, such as copying from the board, completing sentences (cloze exercises) and offering schoolbook answers should not be considered writing¹⁸ Effective communication requires not only knowledge of vocabulary and grammar but also the ability to use these skills appropriately in context. Modern language teaching emphasizes **integrated skills**, combining listening, speaking, reading, and writing in meaningful activities to reflect real-life communication and enhance overall language proficiency.

READING difficulties

LISTENING difficulties

¹⁸ <https://etenjournal.com/wp-content/uploads/2023/10/2023-7-integration-of-language-skills-at-basic-levels-final-version.pdf>

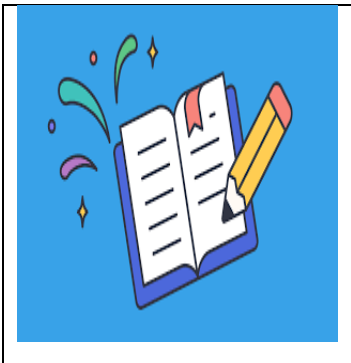
SPEAKING difficulties

WRITING difficulties

2. Compare your answers and discuss it.

Reading challenges

- ❖ Reads by guessing instead of decoding;
- ❖ Dyslexia, weak phonics foundation;
- ❖ Reading Fluency Difficulties
- ❖ Reads slowly, with many pauses;
- ❖ Can read words but doesn't understand the meaning;
- ❖ Low working memory.



challenges

- ❖ Slow writing speed;
 - ❖ Frequently misspelling common words;
 - ❖ Writing incomplete or run-on sentences
 - ❖ Difficulty using punctuation
 - ❖ Poor grammar usage
 - ❖ Limited practice or feedback
 - ❖ Lack of explicit writing instruction
- ❖ Low-pressure writing practice

Writing

Listening challenges

- ❖ Difficulty staying focused during lessons;
- ❖ Misses key information;
- ❖ Difficulty distinguishing similar-sounding words;
- ❖ Difficulty following long explanations;
- ❖ Auditory processing disorder
- ❖ Working memory limitations
- ❖ Limited vocabulary



Agree----- Disagree-----

Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.

Agree----- Disagree-----

Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

Agree----- Disagree-----

6. Matching. Match the suggested integrated activities for language skills.

Scrambled sentence, Red and green cards, Spider diagram, Think, pair, share, Jigsaw reading, Dictogloss, Three picture story

Mix up the words of a sentence about the topic and ask learners to re-create the original sentence. Choose one sentence or question which is relevant (humorous, interesting, controversial) to your topic and mix it up. Write the scrambled words on the board, or create small cards – one word per card. Ask the learners to create one sentence from your mixed up words. If it is a question, you can ask for their answers and discuss these.

Decide if statements about a topic are true or false. Create a list of ten true and false statements about a topic you are going to cover. Each learner receives one red and one green card. Read your true/false statements out one by one. The learners each decide if the statement is true (green card) or false (red card). Once the statement has been read out, they hold up a green or red card. After each statement, you can either discuss their answers, or leave them unanswered and repeat the activity once the lesson is over to check what they have learned. This activity can also be done with agree/disagree statements, for example if you are discussing an ethical topic. Create a mind map of useful words for a topic. Choose a main concept related to the material you want to cover. Place it in the middle of the board in a circle or square. Ask learners to call out sub-topics related to your main concept. Together, create a spider diagram related to the topic, with each leg of the spider relating to a sub-topic. You can do this in two stages; first ask for as many associations as possible, and then ask learners to put all the words into categories. Once learners have made a number of spider diagrams, they can create them by themselves or in small groups.

Learners answer a question first individually, then in pairs and then share their answer with the whole class. Think, pair, share is a simple technique which gets everyone thinking about a topic. Individually, each learner writes down their answer to a key question (on language, knowledge or content) provided by the teacher. This gives them some time to think for themselves. Next, in pairs, learners compare and discuss their answers with each other. Finally, have a short plenary discussion of some of the groups' answers.

Different learners read different information, then exchange the information. This task works well with a text which can be divided into 3-5 sections, each of which contains separate information about the same topic. 1 Divide the class into groups of four learners, ABCD. 2 Divide your text into four sections. 3 Give each individual in the group a copy of a different part of the text. Provide a task related to each section of the text. Learner A gets text A, learner B text B, and so on. 4 Provide a new task which requires the four learners ABCD to communicate about what they have just read.

Reproduce a short text you have listened to. Learners listen to an audio text about a topic. They eventually need to reconstruct the text in as much detail as possible. In doing so, learners practise listening, writing and speaking, and use vocabulary and grammar to complete the task. The learners listen to your chosen text, read along at normal speed, and write down key words. Then, in groups of three or four, they work closely together to share, compare and discuss their individual notes and co-operate to reconstruct the text in as much detail as they can. Develop a sketch and describe a process in the third person. Provide learners with a series of basic sketches that represent a process you have covered in your recent lessons but in which certain steps have been left out. Learners add information (colour and details) to each sketch to show the steps in the process. They also write a descriptive text for each drawing

7. Look at the passage and design integrated language tasks

The Disappearing Art of Being Bored

In an age dominated by constant stimulation, boredom has become almost obsolete. Whenever a moment of stillness appears, people instinctively turn to their phones, refreshing feeds in search of something—anything—to occupy their minds. Yet psychologists argue that boredom plays a far more valuable role in human development than most people realize.

Boredom, they suggest, acts as a mental reset button. When the brain is not bombarded with external information, it begins to wander, generating new ideas and forming unexpected connections. This state, known as *mind-wandering*, has been linked to increased creativity and problem-solving skills. Historically, many breakthroughs—from scientific discoveries to artistic masterpieces—originated during periods of idle reflection.

However, modern technology has dramatically reduced opportunities for the mind to drift. Notifications, entertainment apps, and endless digital content leave little room for quiet introspection. As a result, some experts fear that younger generations may struggle to develop certain cognitive abilities, such as sustained concentration or creative thinking. Rather than being forced to invent games, tell stories, or explore their surroundings, children can now rely on screens to provide instant amusement.

Critics argue that completely rejecting technology is unrealistic and unnecessary. After all, digital tools offer educational benefits and convenient access to information. Instead, they propose a more balanced approach: deliberately scheduling moments without screens, encouraging daydreaming, and allowing students and adults alike to spend time doing “nothing.”

9. Discuss the following question.

"Explain how integrating reading, writing, listening, and speaking in a single classroom activity can enhance both language proficiency and critical thinking skills. In your answer, discuss potential challenges teachers might face and suggest strategies to overcome them."



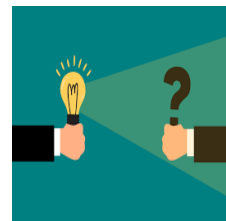
Glossary

- 1. Matching-** is an activity or exercise in which learners pair items from two sets based on their relationship or correspondence.
- 2. Integrate-** means to combine parts or elements into a whole so that they work together effectively.
- 3. Discuss-** means to talk or write about a topic in detail, exploring different ideas, opinions, or arguments, usually in a structured and thoughtful way.
- 4. Writing-** is the process of expressing ideas, thoughts, or information using written language. In education, it is both a skill and a means of communication.
- 5. Activity-** is a structured task or exercise designed to help learners **practice, apply, or demonstrate knowledge and skills** in a lesson.
- 6. Speaking-** is the productive skill of expressing ideas, thoughts, and feelings **orally** using language. In education, it is a core skill for communication and interaction.

PRACTICAL LESSON 4. PLANNING AND ORGANIZING THE FOREIGN-LANGUAGE TEACHING PROCESS

Warm up activity

1. Do you think a teacher should strictly follow a lesson plan, or is it better to adapt it during the class? Why?
2. What do you think are the key steps in planning a language lesson?
3. How do you think careful planning of a lesson can influence students' learning outcomes?
4. Can you give an example of a lesson you experienced where poor planning made learning difficult? What could have been done differently?



Lesson outline:

To develop the teachers' awareness of the importance of designing a lesson plan;
To show them the steps of making a lesson plan by using different methods and techniques;

To help the teachers' to put smart objectives to their activities and explain them to achieve the outcomes.

1. Read the quote and discuss it with your partner.

What do you think of this quotation? "If you fail to plan, you plan to fail";
(Anonymous)

The wisdom above reminds us that planning is the most important part for the teaching and learning activities. A good planning will enable both teachers and students to carry out their tasks effectively. Therefore, it is a must for every teacher to organize his/her lessons systematically if he/she wants to succeed.

2. Read the text and analyze and give your own definition.

A lesson plan is a teacher's detailed description of the course of instruction for an individual lesson. The government regulation no 19, the year of 2005 states that the planning for instructional process covers the syllabus and the lesson plan containing the purpose, learning materials, methodology, the learning resources and the evaluation. Those are the components of a lesson plan. But by the discussion you have just done, we may conclude that those components could be summarized into three important

aspects; the purpose of the instruction, the learning activity, and the feedback or evaluation.

Lesson plan is-----

3. Read the components of a Lesson Plan and answer the questions

A Lesson plan is designed to meet the basic competencies which can be carried out in one meeting or more. Things that should be written in the lesson plan are as follows :

1. Identity of the subject matter which consists of;
 - a. Title of the lesson
 - b. Class/ Semester
 - c. Program (especially for Senior High)
 - d. Theme
 - e. Time allotment
2. Competency Standard Competency Standard is the qualification of the students' minimal ability which illustrates the mastery of knowledge, attitude, and skill obtained through each class or semester for every subject.
3. Basic Competency Basic competency is a sum of students' ability for certain subjects as the reference for determining the indicators for competency achievement in a subject.
4. Indicator for competency achievement The measureable or observable behavior which shows the achievement of specific basic competency as the reference for the subject evaluation. The indicators for competency achievement are formulated with operational verbs that can be measured which cover the knowledge, attitude, and skills.
5. The Instructional goal Instructional goal illustrates the process and the learning outcome achieved by the students in accordance to the basic competency
6. Instructional material It includes the fact, concept, principle, and the relevant procedure, and written as suitable items in relation to the indicators for competency achievement.
7. Time allotment Time is allocated as much as needed to achieve the Basic competency and the learning load.
8. Methodology Methods are used by teachers to create the the teaching and learning process to enable the students to achieve the basic competency or a set of specified indicators. The choice of methods should consider the students' situation and condition as well as the characteristics of every indicators and the competency which will be achieved in every subjects.
9. Learning activities
 - a) Pre- activity This activity is done at the beginning of the lesson and meant for arousing the students' motivation and to focuss the students' attention as well, so that they can participate actively during the lesson.
 - b) Whilst activity This is the main learning process and aimed at achieving the basic competency. This activity is conducted interactively, inspiratively, joyfully, challenging, motivating the students to participate actively, and giving opportunities to the students to have innovation, creativity, and selfreliance in accordance to their talent, motivation, physical and

psychological development. This activity is conducted systematically through exploration, elaboration, and conformation processes.

c) Post activity This activity is done to end the lesson which can be in the form of summarizing, evaluation, reflection, feedback , and follow up activities

10. Evaluation The procedure and the instruments for assessment should be based on the indicators for competency achievement and refer to the evaluation standard.

11. Learning Resource Selecting the learning resource should consider the competency standard and the basic competency, as well as the learning material, the teaching and learning activities and also the indicators for competency achievement.

1. What information is included in the identity of the subject matter, and why is each component (title, class/semester, program, theme, time allotment) important for lesson planning?

2.How does specifying the theme of a lesson help in organizing teaching activities?

3.Define competency standard in your own words and explain its role in guiding teaching and learning.

4.How does a well-defined competency standard benefit both the teacher and the students?

5.What types of content are included in instructional material, and how should they relate to the indicators for competency achievement?

6.Why is it important to align instructional material with both the basic competency and the students' learning needs?

4.Read the Guidelines for making a lesson plan and choose the right title.

You need to pay attention to the three stages of learning at the different stages of the lesson.

Beginning stage

As an instructor, part of your job is to try to motivate the students—make them want to learn the new material. Tell them what the learning outcome of the lesson is and how they can use it on the job and in other areas of their lives. Remember that they can only concentrate on one thing at a time, so make sure they are concentrating on what you want them to learn.

Middle stage

As an instructor, this is where you do the teaching and where most of the learning happens. Part of your job is to help your students connect the new information to something that they already know and to help them “file” it so that they can find it again later. People generally need a systematic way of organizing information in order to learn it. Your instructional aids, student learning materials, etc., are guides to help students store the information and reach it again when they need it. Make sure the information is ordered logically so that they can easily put it in their longterm memories. Another important part of your job is to provide opportunities for your students to attempt to use the information and then give them your feedback.

End stage

As an instructor, it is up to you to provide a variety of ways for your students to recall or practice with the information so they can commit it to memory

5. When preparing a lesson plan, use the following checklist:

At the beginning, I plan to: † Use a bridge-in to capture students’ interest and motivate them to learn (make sure they are listening to you—one thing at a time) † Make the learning outcomes clear (one thing at a time) † Assess prior learning and student expectations (show why and how they can use this in real life)
In the middle, I plan to: † Use strategies to actively involve students in the learning process † Use a variety of media to illustrate concepts and processes † Ensure that the lesson flows easily and logically (from simple to more complex) † Ensure that students are learning material that is meaningful and new † Provide many opportunities for students to attempt the task and receive feedback † Review and build on related material
At the end, I plan to: Provide the proper closure students find important. To do this, I will: † Assess what students have learned † Summarize the lesson (referring back to the intended learning outcomes) † Connect the lesson to real life and/or the next lesson † Suggest or provide opportunities for practice (homework, reading assignments, simulations, etc.)

6. Create your ideal lesson plan.

My ideal lesson plan

-

7. Read the PPP module and write conclusion

PPP Module (Presentation, Practice, Production)

The **PPP model** is a popular framework for lesson planning in language teaching, especially for teaching grammar, vocabulary, or functional language. It organizes a lesson into three clear stages:

Presentation	Practice	Production
<p>The teacher introduces new language (words, phrases, grammar structures, or functions) in context. Focus is on clarity and comprehension. Methods may include: explanation, examples, pictures, realia, or audio.</p>	<p>Students practice the new language in controlled and guided activities. Controlled Practice: Structured exercises with a clear correct answer (fill-in-the-blanks, matching, gap-fills). Guided Practice: Pair or group work with some support from the teacher (role-plays, dialogues). Purpose: Build accuracy and confidence before independent use.</p>	<p>Students use the language creatively and independently in meaningful communication. Activities are less structured, allowing students to express ideas freely (speaking, writing, role-play, discussions, mini-projects). Purpose: Develop fluency and real-life application. Example: Students describe their daily routine to a partner or write a paragraph about it.</p>

8. Design your own lesson plan template according to PPP module

Presentation	----- ----- ----- ----- ----- -----
Practice	----- ----- ----- ----- -----
Production	----- ----- ----- ----- -----

Glossary

1. **Lesson plan-** is a detailed guide created by a teacher that outlines the **objectives, content, activities, and assessment** for a particular lesson. It serves as a roadmap for teaching, ensuring that learning **is organized, purposeful, and effective**.
2. **Design-** is the process of planning, organizing, and arranging elements or components in a way that achieves a specific purpose or outcome.
3. **Practice-** is the stage in a lesson where learners **repeatedly use or apply new knowledge, skills, or language** to reinforce learning and improve accuracy and fluency.
4. **Production-** is the stage in a lesson where learners **use new knowledge, language, or skills independently and creatively** to communicate meaning.
5. **Outline-** is a structured plan or summary that presents the **main points or stages** of a lesson, topic, or document in a clear and organized way.
6. **Module-** is a **self-contained unit or component of a curriculum** that focuses on a specific topic, skill, or subject area. It often includes **objectives, content, learning activities, and assessment** materials, allowing learners to study a particular aspect of a course in a structured way.

V. GLOSSARIY

Academic language is the formal and specialized way of communicating used in schools, universities, and scholarly work. It relies on exact wording, a formal style, and clear, logical explanations. This type of language helps express complex ideas, evaluate information critically, and construct well-reasoned arguments in academic settings.

Academic standards are the agreed-upon expectations that describe what students should know and be able to do at specific stages of their education. They outline the level of knowledge, skills, and performance required for high-quality learning and guide curriculum development, instruction, and assessment in educational institutions.

Academic vocabulary – refers to the words and phrases commonly used in educational and scholarly contexts to discuss complex ideas, describe processes, and engage in formal reasoning. These terms are typically more precise and abstract than everyday language and are essential for understanding academic texts, participating in academic discussions, and completing coursework effectively.

Accent discrimination is the unfair or unequal treatment of individuals based on the way they speak, particularly the pronunciation, rhythm, or intonation of their speech. It occurs when an accent is judged as inferior, unprofessional, or undesirable, leading to prejudice or exclusion in social, educational, or workplace settings.

Access; Accessibility arrangements provided to ensure the opportunity for individuals to participate in an institution; often refers to the Arrangements offered to students with disabilities to ensure maximum opportunity

Accuracy is the use of correct forms of grammar, vocabulary, spelling and pronunciation. In an accuracy activity, teachers and learners typically focus on using and producing language correctly

Accuracy order refers to the typical sequence in which language learners master grammatical forms or structures with increasing correctness. It describes the pattern that certain features of a language tend to be acquired accurately before others, regardless of a learner's first language or instructional method.

Achievement assessment are standardized or teacher-made assessments designed to measure how much learners have learned in relation to specific curriculum goals or instructional content. They evaluate the knowledge, skills, and competencies students have acquired after a period of learning, often through tasks such as multiple-choice questions, written responses, or practical performance activities.

Acquisition (n.), **acquire** (v) in the context of language learning, refers to the natural, unconscious process through which a person picks up a language by being exposed to meaningful communication. Unlike formal learning, acquisition happens gradually and implicitly, without focused attention on rules, as learners internalize the language through real interaction and use.

App- is a shortened form of *application*, referring to a software program designed to perform specific tasks on digital devices such as smartphones, tablets, or computers.

Apps can serve various purposes—such as communication, entertainment, learning, productivity, or navigation—and are typically downloaded and installed from an application marketplace or store.

Approach- An approach refers to a set of principles or theories that guide how teaching and learning are conducted. It represents the overall perspective or philosophy on language learning or instruction, which influences methods, techniques, and classroom practices.

Artificial intelligence (AI) ~ is the branch of computer science that focuses on creating machines or systems capable of performing tasks that normally require human intelligence.

A **teaching aim** is a broad, general statement describing what the teacher intends students to learn or achieve by the end of a lesson or course. It expresses the overall purpose of the teaching and the direction in which learning is expected to go.

Authentic assessment is an evaluation approach that measures students' abilities in real-world or meaningful contexts, rather than through traditional tests alone. It requires learners to apply their knowledge and skills to practical tasks, projects, or problems that reflect the challenges they might encounter outside the classroom, emphasizing critical thinking, problem-solving, and real-life application.

Authentic language refers to the natural language used by native speakers in real-life communication, including everyday conversations, media, literature, and other real-world contexts. It contrasts with simplified or artificial language often found in textbooks, providing learners with exposure to genuine vocabulary, expressions, grammar, and cultural nuances.

Authentic materials are materials (whether oral or written) that occur naturally and that were not created specifically for language-teaching purposes. They may be taken from newspapers, radio, etc. The language in the texts is not adapted or made easier for learners or the language learning process. This is unscripted material or that which has not been specially written for classroom use, though it may have been edited. Examples include newspaper texts and TV broadcasts.

Authentic sources are original, reliable materials created for real-world purposes, not specifically for language learning or academic exercises. In education, these can include newspapers, videos, websites, interviews, or official documents, which provide learners with genuine content to develop language skills, critical thinking, and subject knowledge.

Background the situation that an event happens in, or things which have happened in the past which affect it

Background information refers to the essential context, facts, or details provided to help understand a topic, situation, or text. It gives readers or learners the necessary foundation to comprehend new information, make connections, and engage meaningfully with the subject matter.

Background knowledge is the information, understanding, and experiences that a person already possesses about a topic before encountering new learning. It helps learners make sense of new material, draw connections, and build deeper comprehension.

Backwash effect (in testing) The effect of a **test** on teaching. In some countries, national language examinations have a major impact on teaching and teachers often ‘teach to the tests’. In order to bring about changes in teaching, changes in the tests may have to be made. For example, if the education department in a country wanted schools to spend more time teaching listening skills, one way

to bring this about would be to introduce a listening test into state examinations.

Bar chart a mathematical picture in which different amounts are represented by thin vertical or horizontal rectangles which have the same width but different heights or lengths

Basal education refers to the starting point in a sequence of learning materials, such as a textbook or reading series, where instruction begins because the student is assumed to have mastered all preceding content. It is often used in reading programs to determine the level at which a student can successfully engage with texts without difficulty.

Basic skills is the skills and competences needed to function in contemporary society, e.g. listening, speaking, reading, writing and mathematics.

Basic writing is a subfield of composition studies in the US that deals with the teaching of writing to students at college or university level who have not mastered the genre of academic writing. Basic writing courses are often directed to assisting students who have been traditionally excluded from higher education, such as urban immigrant and refugee adults in college and pre-college settings.

Behaviorism is a learning theory that focuses on observable behaviors rather than internal mental processes. It emphasizes that learning occurs through interaction with the environment, primarily through conditioning—either classical conditioning (associating stimuli) or operant conditioning (reinforcement and punishment). According to behaviorism, behaviors can be shaped, measured, and modified through rewards and consequences.

Benchmarking is the process of comparing an individual's, group's, or organization's performance, processes, or outcomes against established standards or best practices. In education, benchmarking often involves measuring students' skills, knowledge, or achievement levels against grade-level standards, national norms, or exemplary programs to identify areas for improvement and set goals.

Biculturalism is the ability to understand, navigate, and participate in two distinct cultures. It involves adopting and integrating the values, behaviors, and social norms of both cultures, allowing individuals to function effectively in multiple cultural contexts while maintaining a sense of identity in each.

Bilingual describes a person who can understand, speak, read, and/or write in **two** languages with a functional level of proficiency. Bilingual individuals may use both languages in different contexts, such as at home, school, or work, and can switch between them as needed.

Bilingual education is an instructional approach in which students are taught literacy and content in two languages. It aims to develop proficiency in both the students' native language and a second language, while also supporting academic achievement, cognitive development, and cultural awareness.

Bilingualism is the ability of an individual or community to use two languages effectively for communication. It can involve varying degrees of proficiency in speaking, reading, writing, and understanding both languages, and may be developed through home, educational, or societal exposure.

C

Call for papers is an invitation issued by academic conferences, journals, or professional organizations asking researchers, scholars, or practitioners to submit original research articles, papers, or proposals for presentation or publication. It typically includes the topic scope, submission guidelines, deadlines, and review process.

Caretaker talk when adults (or older children) address young children, they typically modify their speech.

These modifications are both formal (e.g. the use of higher pitch or simple noun phrases) and interactional (e.g. the use of expansions).

Carrier topic is a reading, listening, discussion, or writing topic (e.g., basketball, traditional folk dancing) used to introduce grammar and vocabulary items and to "carry" the lesson. A carrier topic is not a topic studied for its own sake, and students are not expected to learn the subject matter.

Case study an intensive study of an aspect of behaviour, either at one period in time, or over a long period of time, e.g. the language development of a child over one year. The ~ method provides an opportunity to collect detailed information which may not be observable using other research techniques (compare **cross-sectional method**), and is usually based on the assumption that the information gathered on a particular individual, group, community, etc. will also be true of the other individuals, groups or communities.

Chart Information in the form of diagrams, lists or drawings often placed on the classroom wall for learners to refer to. Common examples are lists of irregular verb forms or drawings illustrating the meanings of prepositions.

Checklist is a written or digital list of items, tasks, or criteria that need to be completed, verified, or considered. In education and professional settings, checklists help ensure accuracy, organization, and thoroughness, guiding individuals to systematically accomplish objectives or meet standards.

Child centred refers to an educational approach that places the needs, interests, abilities, and experiences of the child at the center of the learning process. In a child-centred environment, teaching is flexible, interactive, and designed to encourage exploration, creativity, and active participation, rather than focusing solely on rigid curricula or teacher-directed instruction.

Class exercises Learning exercises or problems students complete during regular classroom or laboratory sessions under the supervision of an instructor.

Class/learner profile is a detailed description or summary of the characteristics, needs, abilities, interests, and backgrounds of learners in a particular class or group. It helps educators understand their students better so they can plan lessons, select appropriate teaching strategies, and provide personalized support.

Classroom interaction refers to the communication and exchange of ideas, information, and feedback between teachers and students, and among students themselves, within a learning environment. It is a crucial part of the teaching-learning process because it affects student engagement, understanding, and overall classroom dynamics.

Classroom logists are the planning, arrangement, and coordination of all physical, temporal, and procedural aspects of the classroom to ensure smooth learning activities.

Cognitive domain is one of the three domains of learning in Bloom's Taxonomy (the others being the affective and psychomotor domains). It relates to mental skills and knowledge acquisition, focusing on thinking, understanding, and intellectual abilities.

Collaborate to work together with one or more people to achieve a common goal. In education, work, or projects, collaboration involves sharing ideas, responsibilities, and resources, while communicating effectively to complete a task or solve a problem.

Collaborative learning learners working together to solve a problem, complete a task, or create a product. Learning occurs through social activity.

Combine means to **join two or more things together to form a single unit, group, or result**. It often implies merging, mixing, or uniting elements to create something new or achieve a particular effect.

Communication strategies is a Strategies for using L2 knowledge. These are used when learners do not have the correct language for the concept they wish to express. Thus they use strategies such as paraphrase and mime.

Communicative activity is a classroom task or exercise designed to promote meaningful communication in a target language, where learners focus on expressing ideas, exchanging information, or interacting with others rather than just practicing grammar or vocabulary in isolation..

Content refers to the information, ideas, or material contained in something, such as a book, speech, or program.

D

Data refers to facts, figures, or information collected for analysis, reference, or decision-making. Data can be quantitative (numerical) or qualitative (descriptive) and is used in research, education, business, and many other fields to understand trends, solve problems, or support conclusions.

Deadline is a specific date or time by which a task, project, or assignment must be completed or submitted. It sets a clear limit for when work is expected to be finished.

Dead language *n* also **extinct language** a language that no longer has any native speakers.

Decision-making *n* in teaching, thinking processes employed by teachers in planning, conducting and evaluating lessons or aspects of lessons, particularly when different instructional choices are involved. Two kinds of decision-making are often referred to:

- 1 **pre-active decision-making**: decisions that are made prior to teaching, such as determining the content of a lesson
- 2 **interactive decision-making**: unplanned decisions made during a lesson, such as a decision to drop a planned activity. Decision-making has been viewed as a central component of teacher thinking. Teachers' classroom actions are characterized by judgements and decisions that shape and determine the effectiveness of teaching. However, not all teacher action can be explained in terms of decision-making. Teachers' actions are also guided by routines and by tacit or intuitive plans of action.

Declarative knowledge is one's knowledge about something knowing about something rather than knowing how to do something.

Decline to become less, worse or lower

Decontextualized *adj* examples of language use (e.g. in a textbook lesson) that are presented without information concerning how they were used in a real context and which consequently fail to represent fully the meaning of a sentence or utterance. Many language teaching approaches (e.g. whole language, communicative language teaching), argue that language should always be presented in context.

Deductive (reasoning) taking a known idea or theory and applying it to a situation.

Deductive techniques refer to teaching or reasoning methods that start with a general principle or rule and move toward specific examples or applications. In education, they are often used to help students understand concepts by first presenting the theory and then showing how it applies in particular situations.

Deep learning aimed at having students extract principles and underlying meanings in order to integrate them with previously acquired knowledge; contrast with surface learning.

Define means to explain the exact meaning of a word, term, concept, or idea clearly and precisely. When you define something, you describe its essential characteristics so that it is understandable and distinguishable from other things.

Degenerate *adj* (in generative theory) the claim that the input to language learners is degenerate, that is, imperfect or containing performance errors. Because learners have no principled way to distinguish between degenerate and *degenerate deictic* properly formed utterances, it is believed that exposure to input alone is insufficient to explain how language is learned.

Degree a course of study at a college or university, or the qualification given to a student who has done this course, eg. BA, MA, PhD, DSc and etc.

Demonstrate means to show, explain, or make something clear by giving an example, performing a task, or illustrating a process. It often involves practical display or evidence to help others understand how something works or how it is done.

Demonstration lesson is a type of lesson in which a teacher shows or models a particular skill, concept, or teaching method to learners, rather than having them practice it immediately. The main goal is **to** illustrate clearly how something is done so that students can observe and understand before trying it themselves.

Dependability *n* also **replicability** (in qualitative research) the issue of whether the same study using the same methods in a similar context would produce the same results (similar to the concept of reliability in quantitative research). However, since qualitative researchers believe that the prospects for true replicability are rare, dependability is often

approached in other ways, for example by having another person systematically review the data and procedures used by the researcher (a technique sometimes called **auditing**).

Dependent clauses are clauses (e.g., while I was at school) that must be attached to an independent clause to be complete and grammatical, especially in writing.

Depth interviews is a method of qualitative data collection used when the phenomenon under study cannot be directly observed or measured. Interviewers will ask people for their opinions, views, experiences, recollections, feelings etc. on the topic, issue or phenomenon under study.

Descriptive research is an investigation that attempts to describe accurately and factually a phenomenon, subject or area. Surveys and case studies are examples of descriptive research. The study of language teaching methodology has sometimes been criticized because of the lack of descriptive research describing how teachers actually use methods in the classroom. see also basic research, applied research, action research, classroom centred research

Descriptive statistics are statistical procedures that are used to describe, organize and summarize the important general characteristics of a set of data. A descriptive statistic is a number that represents some feature of the data, such as measures of central tendency and dispersion.

Descriptor is a description of the level of performance required of a test taker for a specific level or band on a rating scale. A descriptor can be general, consisting of a short sentence, or fairly detailed, consisting of a paragraph with several sentences.

Distance education Any format of education provided to students who do not need to be physically present at an institution; previously materials were sent to students but now materials are provided via computer conferencing, video, Internet, and other electronic means.

Distance learning is a method of education in which teachers and learners are physically separated, and instruction is delivered using technology or other non-face-to-face methods. It allows students to access learning materials, participate in lessons, and complete assessments remotely, without being in a traditional classroom.

E

Eclectic method is a term sometimes used for the practice of using features of several different methods in language teaching, for example, by using both audiolingual and communicative language teaching techniques.

E-conference is a meeting, seminar, or discussion that takes place online using digital technologies, allowing participants from different locations to communicate, share information, and collaborate in real time or asynchronously.

Editing *n* is the process of reviewing, correcting, and improving a piece of writing, text, or content to make it clearer, more accurate, and more effective. It involves checking for errors, refining language, and ensuring that the final work communicates its intended message well.

Edublog is a blog created and maintained for educational purposes, often by teachers, students, or educational institutions, to share knowledge, resources, ideas, and reflections related to learning and teaching.

Education is a process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills.

Educational institution is an organization or establishment that is formally set up to provide education, training, and learning opportunities to students. These institutions aim to develop knowledge, skills, values, and competencies in learners

Educational linguistics *n* a term sometimes used to refer to a branch of applied linguistics which deals with the relationship between language and education.

Educational psychology *n* a branch of psychology which studies theories and problems in education, including the application of learning theory to classroom teaching and learning, curriculum development, testing and evaluation, and teacher education.

Educational technology *n* 1 the use of machines and educational equipment of different sorts (e.g. language laboratories, tape recorders, video, etc.) to assist teachers and learners 2 a system of instruction which contains (a) an analysis of what learners need to know and be able to do (b) a description of these needs as behavioural objectives and (c) (1) above.

Egocentric speech *n* speech which is not addressed to other people. This is one of two types of speech which the psychologist Piaget observed in the speech of children learning a first language. Egocentric speech serves the purpose of giving pleasure to the child and of expressing the child's thoughts, and provides an opportunity for the child to experiment or play with speech. It may be contrasted with **socialized speech**, or speech which is addressed to other people and which is used for communication.

E-learning is a method of education in which learning takes place through electronic media, typically via the internet, computers, or digital devices, rather than traditional face-to-face instruction.

Electronic discussion is a conversation or exchange of ideas that takes place online using digital platforms rather than in person. It allows participants to communicate,

share opinions, ask questions, and collaborate remotely using email, forums, chat rooms, or discussion boards.

Electronic literacy *n* the ability to read and write electronic texts. Electronic texts differ from written texts in numerous ways. They are often interactive, typically use nonlinear structures, and can incorporate symbolic elements not typically used with printed texts such as animation.

Electronic portfolio *n* in teacher education, a purposeful collection of a teacher's work assembled by electronic means and used to represent and display the teacher's efforts, growth and achievements in different areas. As with other kinds of portfolio, the contents of an electronic portfolio are carefully planned and chosen in relation to its purpose and goals. The portfolio may be used as an aspect of professional development and also serve as the basis for assessment.

Extra-curricular activities refer to activities performed by learners in out-of-lesson, or out-of-school time. Within a language learning context these may include attending a language club, watching a foreign language film, playing a part in a foreign play, participating in a foreign visit etc.

Extrinsic motivation is the motivation that comes from **outside the individual**, such as rewards, recognition, grades, money, or approval from others, rather than from internal satisfaction.

F

Face to face interaction *n* also face to face communication between people in which the PARTICIPANTS are physically present. In contrast there are some situations where speaker and hearer may be in different locations, such as a telephone conversation.

Face validity *n* (in testing) the degree to which a test appears to measure the knowledge or abilities it claims to measure, based on the subjective judgement of an observer. For example, if a test of reading comprehension contains many dialect words that might be unknown to the test takers, the test may be said to lack face validity.

Facilitator (*n.*), **facilitate** (*v.*) To make something possible. Teachers facilitate learning by planning and delivering lessons and maintaining discipline in the classroom.

Factor is a fact or situation which influences the result of something, e.g. the factors which influence whether someone learns a language successfully or not.

Factor analysis *n* a statistical procedure that is used to determine which unobserved latent VARIABLES², called factors, account for the CORRELATIONS among different observed variables. For example, if we give a group of students tests in factor analysis geometry, algebra, arithmetic, reading and writing, we can find out what underlying

factors are common to results on all these tests by using factor analysis. A factor analysis might show that there are two factors in the tests, one related to mathematics and the other related to language proficiency. These factors may be interpreted as abilities or traits that these tests measure to differing degrees. There are basically two types of factor analysis: exploratory and confirmatory. Exploratory factor analysis, as its name indicates, is used to explore a group of observed variables and identify any underlying variables that might explain the relationships among the observed variables, whereas confirmatory factor analysis, again as its name indicates, is used to test or confirm a hypothesized factor structure of a group of observed variables, specified a priori on the basis of some underlying theory or previous research, to see if the proposed factor structure is adequate to explain the relationships among the observed variables.

False beginners are beginning-level language learners who have had some instruction in the target language but who cannot use the basic vocabulary and grammar they have learned in a productive way. The term false beginner is often used to distinguish these learners from absolute (or true) beginners, who have had little or no experience with the target language and for whom everything (or almost everything) is new..

False cognate n also faux amis, false friend a word which has the same or very similar form in two languages, but which has a different meaning in each. The similarity may cause a second language learner to use the word wrongly. For example, the French word *expérience* means “experiment”, and not “experience”. French learners of English might thus write or say: Yesterday we performed an interesting experience in the laboratory.

Familiarity refers to the state of being well-acquainted with, knowledgeable about, or comfortable with something or someone. It often implies recognition, experience, or repeated exposure that makes a person feel confident or at ease.

Feasibility refers to the degree to which a plan, project, or idea can be successfully carried out or implemented. It involves evaluating whether something is practical, achievable, and realistic given the available resources, time, and conditions.

Feature n a property of a linguistic item which helps to mark it in certain ways, either singling it out from similar items or classifying it into a group with others. For example, the English phoneme /b/ has the feature voice, it is a voiced stop. By this feature it can be distinguished from /p/, an unvoiced stop, or classified together with /d/ and /g/, other voiced stops. Features can be used in all levels of linguistic analysis, e.g. phonetics, morphology, syntax. They can even form the basis of linguistic theories.

Feedback refers to information or responses given to someone about their performance, behavior, or work, intended to guide improvement or reinforce positive outcomes. It plays a crucial role in learning, communication, and performance enhancement.

Feedback error correction information which lets learners know how they are doing or whether their production is correct

Formal grammar n an approach to grammatical analysis and description in which the aim is to investigate grammatical structures as primitives to be explained in terms of their contribution to the systematic nature of language.

Formal speech n a careful, impersonal and often public mode of speaking used in certain situations and which may influence pronunciation, choice of words and sentence structure. For example the following when said by a speaker at a function: Ladies and gentlemen, it gives me great pleasure to be here tonight.

Formative assessment is any form of assessment used by an educator to evaluate students' knowledge and understanding of particular content and then to adjust instructional practices accordingly toward improving student achievement in that area.

G

Grammar checker n is a digital tool or software designed to analyze written text and identify grammatical errors, punctuation mistakes, spelling issues, and sometimes style problems. Its purpose is to help writers produce clear, correct, and polished writing.

Grammar clusters n in writing, the co-occurrence of certain grammatical forms within a specific genre (type) of writing: for example, chronological transitions, the use of personal pronouns, and specific uses of present, past, and past progressive forms often occur in narrative writing.

Grammar Translation Method is a traditional method of teaching foreign languages that focuses on learning the rules of grammar and translating sentences between the target language and the native language. It emphasizes reading and writing skills rather than speaking or listening..

Grammatical category refers to a set of related grammatical features that express a particular aspect of meaning in a language, such as tense, number, gender, mood, or case. These categories help organize how words change or behave in sentences to convey precise meaning.

Grant (n.) A sum of money that is given by the government or by another organization to be used for a particular purpose

Grid generally refers to a framework of intersecting lines used to organize, structure, or display information or objects. Grids are commonly used in design, mathematics, data organization, and teaching..

Group work n (in language teaching) a learning activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. Tasks for group members are often selected by the members of the group.

Grouping Arranging students into groups to help them learn better

Guidance (n.), guide (v.) Help given by a teacher with learning, or with doing a task.

H

Handout, worksheet A piece of paper with exercises, activities or tasks on it that a teacher gives to learners for a range of reasons during a class or for reference or homework.

Homework literally means work done at home. It is often, however, used more generally to refer to work generated by a teacher and/or the learner him or herself, to be completed outside class time. It can be done by an individual or as pair or group work.

Host organization is an institution, company, or entity that provides a platform, environment, or support for an event, program, internship, or activity. It is responsible for managing, facilitating, or accommodating participants and ensuring the program runs smoothly.

I

Ice-breaker n in teaching, an activity in a new class that gives learners an opportunity, to meet each other and exchange information and that seeks to build a positive class climate.

Ideational meaning n that meaning in a text which relates to the ideas, concepts, propositions, etc. contained in the text, in contrast to the interpersonal meaning, which relates to the attitudes and feelings of the speaker or writer towards the topic of the text.

Identify means to recognize, distinguish, or point out someone or something based on characteristics, features, or information. It often involves determining the identity, nature, or category of a person, object, or idea.

Ideographic writing a writing system using symbols (ideograms) to represent whole words or concepts (“ideas”). The Chinese writing system is often considered to be ideographic.

Ideology n a set of concepts, doctrines and beliefs that forms the basis of a political, educational or economic system. The relationships between ideology, language, and discourse are a central focus of critical theory and critical linguistics. see curriculum ideologies

Idioms are groups of words that have a collective meaning that cannot be interpreted from the apparent primary meaning of the individual words. For example, the meaning of the expression "its raining cats and dogs" cannot be deciphered based on our knowledge of rain, or cats, or dogs.

Increase means to make something larger in size, number, amount, intensity, or degree. It refers to the process of growing, rising, or becoming greater.

Independent clauses are sentences they can stand alone and feel complete and grammatical to a reader or listener.

Independent variable the variable that is systematically changed or manipulated by the researcher, which creates changes in the dependent variable. These are measured and observed or manipulated.

Indexical information n (in communication) information which is communicated, usually indirectly, about the speaker or writer's social class, age, sex, nationality, ethnic group, etc., or his or her emotional state (e.g. whether excited, angry, surprised, bored, etc.).

Jigsaw activity is a collaborative learning strategy where students are divided into small groups, and each member becomes an "expert" on a portion of the material, then teaches it to their group members. It encourages cooperation, active participation, and peer teaching.

Jigsaw listening/reading A text is divided into two or more different parts. Learners listen to or read their part only, then share their information with other learners so that in the end everyone knows all the information. In this way, the text is made into an *information-gap activity*.

Journal is a written record where individuals regularly document their thoughts, experiences, observations, or research. Journals are used in education, research, and personal reflection to track progress, analyze information, or express ideas.

Jumbled letters/paragraphs/pictures/sentences/words

A word in which the letters are not in the correct order, a sentence in which the words are not in the correct order, a text in which the paragraphs or sentences are not in the correct order, or a series of pictures that are not in the correct order. The learners put the letters, words, text or pictures into the correct order.

Junior A student in the year before the last year in a high school or college

Junior college A college that offers programmes that are two years long. Some students go to a university or college that offering four-year programmes after they have finished studying at a junior college.

K

Key n is an important element, factor, or piece of information that unlocks understanding, access, or functionality.

Keynote speaker is a person who delivers the main or opening speech at an event, conference, seminar, or meeting, usually to set the tone, highlight the theme, or provide insight into the topic of the event.

Key word/language A word or aspect of language in a piece of discourse or text, which is important for understanding the text.

Keypal The electronic equivalent of a pen pal. Keypals are friends who communicate using electronic media — they exchange emails instead of traditional paper-based letters.

Kinesthetic experience n refers to learning or understanding something through physical activity, movement, or hands-on experiences. It engages the body as well as the mind, allowing learners to grasp concepts by doing rather than just observing or listening.

Kinesthetic feedback n (in speaking or writing) feedback we receive which comes from the movement and positions of the muscles, organs, etc., which are used to produce speech or writing. The ability to feel where our tongues are in the mouth, for example, is an important factor in being able to speak clearly. If this kinesthetic feedback is interfered with (e.g. as a result of a dental injection which causes the tongue to lose sensation), our speech may become slurred. The other kind of feedback which is used to monitor our communication is auditory feedback

Kinesthetic learner n a learning style that favors learning through carrying out a physical activity rather than learning by listening or watching.

Know-how refers to practical knowledge, skills, or expertise needed to accomplish a task or perform a job effectively. It emphasizes the ability to apply knowledge in real-world situations rather than just theoretical understanding.

Knowledge Aristotle distinguished between theoretical and practical logic. In line with this distinction, modern theoreticians distinguish declarative (theoretical) knowledge from procedural (practical) knowledge. Declarative knowledge includes assertions on specific events, facts and empirical generalizations, as well as deeper principles on the nature of reality. Procedural knowledge includes heuristics, methods, plans, practices, procedures, routines, strategies, tactics, techniques and tricks.

Kurtosis n a measure of the extent to which the peak of a distribution departs from the shape of the peak of a normal distribution. When the peak of a distribution is more pointed than a normal distribution, the shape of the peak is described as leptokurtic, whereas when the peak is flatter, the shape is called platykurtic.

L

Labelled bracketing n is a linguistic tool used to analyze the structure of words or sentences by breaking them down into their constituent parts and labeling each part with its grammatical category. It is commonly used in syntax and morphology studies to show how words are formed or how sentences are constructed.

Labeling is the process of assigning a name, category, or descriptive tag to an object, concept, or piece of information to identify, classify, or clarify it. It is widely used in education, linguistics, data organization, and everyday life.

Labial n is a linguistic term that refers to sounds produced using the lips. In phonetics, labial sounds are made by bringing the lips together or by touching the lips to the teeth.

Language Across the Curriculum is a curricular model that makes language, and particularly literacy development, a key goal in all classes.

Language awareness a focus on aspect of language within a given context. Paying attention to or noticing the language detail in a context.

Language ‘chunks’ Short phrases learned as a unit (e.g., thank you very much); patterned language acquired through redundant use, such as refrains and repetitive phrases in stories.

Language for specific purposes (LSP) is an approach to curriculum design that involves identifying students particular professional or academic goals and identifying the language structures, functions, vocabulary, and registers needed in the second language to meet those goals.

Language laboratory is a specially designed facility or room equipped with audio-visual and technological tools to support the teaching and learning of languages, particularly listening, speaking, and pronunciation skills.

Language performance ~ refers to how a person actually uses language in real-life situations, including speaking, writing, listening, and reading, as opposed to just knowing the rules of the language. It focuses on practical application rather than theoretical knowledge.

Language practice Activities which involve repetition of the same language point or skill in an environment which is controlled by the framework of the activity. The purpose for language production and the language to be produced are usually predetermined by the task of the teacher. The intention is not to use the language for communication but to strengthen, through successful repetition, the ability to manipulate a particular language form or function. Thus getting all the students in a class who already know each other repeatedly to ask each other their names would be a practice activity.

Language proficiency ~ is what a learner can do and/or how well he/she can perform using language, given an identified and defined purpose. Language proficiency is often measured with reference to a scale of levels. It is the level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes.

Language retention is the capacity to retain and recall learned language knowledge and skills for effective use in communication.

Language variety Variations of a language used by particular groups of people, includes regional dialects characterized by distinct vocabularies, speech patterns, grammatical features, and so forth; may also vary by social group (sociolect) or idiosyncratically for a particular individual

Language use Activities which involve the production of language in order to communicate. The purpose of the activity might be predetermined but the language which is used is determined by the learners. Thus, getting a new class of learners to walk

round and introduce themselves to each other would be a language use activity, and so would be getting them to complete a story.

Launch generally means to start, introduce, or set something into motion. It can refer to initiating a project, program, product, or event.

Learning performance is the demonstrated level of achievement or proficiency a learner attains in acquiring knowledge, skills, or competencies through educational activities.

Learner diary n also learner journal in language teaching, a record prepared by a learner of a students' learning experiences and describing what activities they have done in class, the progress they have made, and any problems they may have.

Learner training n in language teaching, procedures or activities that seek to:

1. raise learners' awareness of what is involved in the processes of second language learning
2. help learners become more involved in and responsible for their own learning
3. help learners develop and strengthen their language learning strategies

Learning contract n a written agreement between a learner and a teacher which usually contains:

- 1 a description for a plan of work to be completed
- 2 a time frame for the work Learning contracts seek to develop independent learning, self-directed learning, and to encourage self-motivation and discipline.

Learning plateau n a temporary period that sometimes occurs in learning, when after making initial progress a learner makes little or no further progress (as seen by a flat part on a LEARNING CURVE). After a period of time the learning plateau is followed by further learning. Learning plateaus are often observed in second and foreign language learning.

Learning strategies are cognitive and social procedures language learners employ to help them learn aspects of the target language. For example, before reading a passage about Antarctica, a learner might think about what he or she already knows about the subject. Doing this helps the student prepare to read and understand the new information.

Lesson plan template is a form or outline that busy teachers can use for planning all of their lessons. The form is general enough that it can be adapted to the specific needs of each class.

Line graph is a type of chart used to represent data visually, showing the relationship between two variables, usually over a period of time. It is particularly useful for illustrating trends, patterns, or changes in data.

Linked courses are pairings of language courses and content courses, taught by two different instructors formerly called the adjunct model. The term adjunct model has been

used in this lesson and previous ones because it is the more common label in the existing literature. However, these days a growing number of teachers and researchers are using the term linked courses to avoid the subsidiary or appendage-like connotations of the word adjunct.

Lexical corpus is a large, structured collection of written or spoken texts in a language, used for studying vocabulary, word usage, and patterns of language. It is an essential tool in linguistics, language research, and teaching.

Lexical phonology is a model of morphology and phonology and the lexicon in which the lexicon is divided into levels or strata. Phonological rules are divided into lexical rules, which are carried out in the lexicon and include morphological conditioning, and post lexical rules, which apply across word boundaries in a separate component order after the rules of syntax clear

M

Make an impact on/in phr have a powerful effect on a situation or person

Make predictions refers to the act of foreseeing or estimating what will happen in the future based on evidence, data, or patterns. It involves using reasoning, analysis, or intuition to anticipate outcomes.

Marked for tense is applied to a verb. In an independent clause, which is made up of a subject and a verb, the verb could be in the present tense or in the past tense, for example.

Matching task is an educational or assessment activity in which learners are required to pair items from two lists based on a specific relationship or criteria. It is commonly used to test understanding, recognition, and recall of concepts, vocabulary, or facts.

Materials Anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.

Materials adaptation Making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximise the value of the book for their particular learners.

Materials evaluation The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. Evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used. And it can also be post-use and therefore focused on analysis of what happened as a result of using the materials.

Meaning-focused tasks These tasks focus on communication of meaning. Meaning-focused tasks do not provide practice activities which focus on individual linguistic components as a preliminary to engagement in communicative tasks. According to the meaning-focused approach, involvement in communicative tasks is all that is necessary to develop competence in a second language

Meet expectations means to fulfill or satisfy the standards, requirements, or hopes that have been set. It is often used to evaluate performance, behavior, or outcomes against what was anticipated.

Metacognition global understanding of thinking or mental processes that enables learners to recognize, monitor, and organize those processes in themselves.

Mega-theme in sustained content-based instruction is the overarching theme that defines the themes and topics to be covered during a term.

Meta-language is language that is used to describe, analyze, or discuss another language. It is commonly used in linguistics, language teaching, and grammar instruction to talk about words, sentences, and their functions rather than to communicate directly..

Metalinguistic knowledge n (in language learning) knowledge of the forms, structure and other aspects of a language, which a learner arrives at through reflecting on and analyzing the language. In linguistic analysis, researchers sometimes make use of a native speaker's metalinguistic knowledge as one source of information about the language

Method A method is an overall plan for systematic presentation of language – a set of procedures based on a selected approach.

Methodology ~ is the implementation of learning objectives through teaching procedures. It is based on principles deriving from theories of language description, language learning and language use. Methodology may focus on how teachers deal with the four main skills of speaking, writing, listening and reading or on specific aspects of language such as grammar, vocabulary and pronunciation.

Methods courses Teacher preparation courses that focus on the methods, ways, procedures, or strategies of teaching (the “how-to’s” of teaching)

Micro-teaching A technique used on teacher training courses: a part of a lesson is taught to a small number of students. A variation of this is ‘peer teaching’, where the 'students' are often peers of the trainee teacher attending the same course.

Mind map is a visual representation, usually consisting of boxes or circles connected with lines, to depict relationships among ideas.

Mingle (n., v.) means to move around and interact socially with different people, often in a casual or informal setting. It is commonly used in social, professional, or educational contexts to describe networking, socializing, or group interaction.

Minimal pair A pair of items differing by one phonological feature; for example: sit/set, ship/sheep, pen/pan, fan/pan, pan/pat, among others.

Minimal pair drill A drill in which minimal pairs are practised together, especially to help students to learn to distinguish a sound contrast. For example, if a teacher wanted to practise the contrast between /b/ and /p/, the teacher could a) explain how the sounds differ; b) present pairs of words containing the contrast, for listening practice, e.g. *bore – pour, big – pig, buy – pie*; c) get the students to show that they know which member of the pair they have heard; d) get them to pronounce such pairs themselves.

Minimum day is a term used primarily in schools to describe a shortened school day in which students are released earlier than usual. These days are often scheduled for staff meetings, professional development, parent-teacher conferences, or special events.

Minor has different meanings depending on context, but generally, it refers to something smaller, lesser in importance, or underage.

Mistake is an action, decision, or judgment that is incorrect, wrong, or results in an unintended outcome. It is often unintentional and can occur in learning, work, or daily life.

Mixed ability, mixed level The different levels of language or ability of learners studying in the same class.

Modality is the channel or "mode" of language use (written or oral). Morphemes are the meaningful units that make up language.

Model (n., v.) A clear example of the target language for learners to repeat or write down or save as a record. If a teacher is focusing on the target language of a lesson, s/he usually chooses a model sentence, which s/he writes on the board. The teacher often models the language as well, by saying it clearly before *drilling* the learners.

Morphemes can be either free (whole words, such as run, tall, giraffe) or bound morphemes (such as –ing, –est, or –s), that combine with free morphemes (running, tallest, giraffes).

Morphology is a branch of linguistics that studies the structure, formation, and internal organization of words. It focuses on how words are built from smaller meaningful units called morphemes.

Mother tongue refers to the first language a person learns from birth, usually spoken at home and learned naturally from parents or caregivers. It is also called the native language.

Motivate means to provide someone with a reason, incentive, or enthusiasm to do something or achieve a goal. It involves inspiring action, effort, or persistence.

Motivation (n.), **motivate** (v.) Motivation is the thoughts and feelings which make us want to do something and help us continue doing it. **Demotivate** (v.), **demotivated** (adj.) To make someone lose motivation. **Unmotivated** (adj.) Without motivation; having no motivation. ~ can be defined in terms of

the learner's overall goal or orientation. 'Instrumental' motivation occurs when the learner's goal is functional (e.g. to get a job or pass an examination), and 'integrative' motivation occurs when the learner wishes to identify with the culture of the **L2** group. 'Task' motivation is the interest felt by the learner in performing different learning tasks. ~ is an emotion or psychological need that incites a person to do something. In general terms, ~ refers to the effort learners put into learning an **L2** as a result of their need or desire to learn it. Gardner and Lambert (1972) distinguish 'instrumental ~', which occurs when a learner has a functional goal (such as to get a job or pass an examination), and 'integrative ~', which

occurs when a learner wishes to identify with the culture of the **L2** group. 1) 'Task motivation' or 'intrinsic motivation' – the interest that learners experience when performing different tasks, 2) 'Machiavellian motivation' – the desire to learn a language that stems from a wish to manipulate and overcome the people of the target language, 3) Resultative motivation – the ~ that results from success in learning the **L2**.

Multidisciplinary refers to an approach, study, or project that involves two or more academic disciplines or fields of expertise working together, while each discipline retains its own methods and perspectives.

Multilingualism Ability to speak more than two languages; proficiency in many languages. This is the use of three or more languages by an individual or within a speech community. Frequently, multilingual people do not have equal control over all the languages they know and also use the languages for different purposes.

N

Narrative (n., adj.), **narrate** (v.) 1. A narrative is another word for a story. 2. To tell a story or talk about something that has happened. Teachers often narrate stories to young learners.

Native language Primary or first language spoken by an individual. See **L1**.

Native speaker Someone who has spoken a particular language since they were a baby, rather than having learnt it as a child or adult. See **L1/L2** and **mother tongue**.

Natural approach Created by Stephen Krashen and Tracy Terrell (1983), the Natural approach involved the learners into TPR activities, but at the beginning level when "comprehensible input" is essential. The authors believed that the learners would benefit from delaying production until speech "emerges," that learners should be as relaxed as possible in the classroom, and that a great deal of communication and acquisition should take place. The Natural aimed at basic

communication skills, that is, everyday language situations like conversations, shopping, listening to the radio, and so forth. Pioneered by Krashen, this approach combines acquisition and learning as a means of facilitating language development in adults.

Natural order Some people believe there is an order in which learners naturally learn some items in their first or other languages. Some language items are learned before others and it can be difficult for teachers to influence this order.

Natural Sciences are branches of science that study the physical world, its phenomena, and the laws governing it, focusing on observation, experimentation, and empirical evidence. They aim to understand how nature works.

Needs The language, language skills or learning strategies a learner still has to learn in order to reach their goals, or the conditions they need to help them learn.

Needs assessment (also called a needs analysis) is a range of systematic procedures for determining learners needs for the language they are studying.

Negative feedback is a process in which a response or reaction reduces or counteracts a change in a system, helping to maintain stability or balance. It is commonly used in biology, engineering, and communication contexts.

Negotiate To discuss with someone to reach an agreement, e.g. *If you help me now, I'll help you next week.*

Neuro-linguistic Programming (also *NLP*) A training philosophy and set of training techniques first developed by John Grindler and Richard Bandler in the mid-1970s as an alternative form of therapy. Important within language teaching to teachers interested in humanistic approaches, i.e. those which focus on developing one's sense of self-actualization and self-awareness.

Neutral A style of speaking or writing that is neither formal nor informal, but in between. It is appropriate for most situations.

Nonverbal communication Paralinguistic and non linguistic messages that can be transmitted in conjunction with language or without the aid of language; paralinguistic mechanisms include intonation, stress, rate of speech, and pauses or hesitations; non linguistic behaviours include gestures, facial expressions, and body language, among others.

Non-verbal skills are the abilities to communicate and convey messages without using words, through body language, facial expressions, gestures, posture, eye contact, and other physical behaviors. They are an essential part of effective communication.

Norm-referenced score interpretation is a form of scoring in which a student's performance is compared to that of other test takers. When you see student outcomes represented as percentile scores, the test uses norm-referenced scoring procedures.

Norm-referenced assessment An assessment in which an individual or group's performance is compared with a larger group. Usually the larger group is representative

O

Object has different meanings depending on context, but generally, it refers to a thing, entity, or goal that is acted upon or toward which action is directed.

Objective Lesson objectives are specific learning targets that help achieve a lesson's aims, e.g. *Learners will be able to understand the gist of the text.* It is also a statement that describes what students will be able to do upon completion of an instructional experience.

Objectivity is an objective researcher is assumed to be free of individual views, biases and prejudices during the research process.

Objectivism is an epistemology based on belief in the existence of an absolute or objective truth and reality.

Objective scoring is a scoring method that involves no judgment whatsoever. Learner responses can be deemed right or wrong by using a scoring key. Multiple-choice, true-false, matching, and other selected-response item types can be objectively scored.

Observation in language classrooms, the purposeful examination of teaching and/or learning events through systematic processes of data collection and analysis. Observation of teaching is a widely used activity in teacher education programmes.

Observational methods (in research) procedures and techniques that are based on systematic observation of events, e.g. using audio and video recorders, check lists, etc. Observational methods are often used in studying language use and classroom events.

Observed lesson is a teaching session that is watched and evaluated by another person, usually a colleague, mentor, or supervisor, to assess teaching methods, classroom management, and student engagement. It is often part of teacher training or professional development.

Open(-ended) comprehension questions are a task-type in which learners read or listen to a text and answer questions (using their own words). It is also a task or question that does not have a right or wrong answer, but which allows learners to offer their own opinions and ideas or to respond creatively

Open system is a system that interacts with its environment by exchanging matter, energy, or information. Unlike a closed system, which is isolated, an open system continuously receives inputs from and sends outputs to its surroundings.

Operational definitions is the procedure followed in measuring, observing or experiencing a variable or construct.

Ordinal level variables Variable categories which carry names or labels but which indicate some rank order.

Organisational forms (of teaching) are the ways in which learners are managed and grouped for the purposes of learning. These include working solo/independently, working with a partner (pair work), group work (normally 3+ learners together), and as a whole class.

Overlap when two things, processes, ideas, etc. overlap, it means that each contains some aspects or parts of the other, or that part of one covers part of the other

Overt participant observation

A field study where the members or its leaders are not aware of the researcher's purpose and the researcher carries out the field study undercover or while pretending to be doing something else.

Outcome refers to the result, consequence, or effect of an action, process, or event. It indicates what happens as a result of a particular activity or decision.

Output refers to the direct product, result, or deliverable generated by a process, system, or activity. It is usually tangible or measurable and is what comes out of an action or effort.

Output hypothesis is also comprehensible output hypothesis the hypothesis that successful second language acquisition requires not only COMPREHENSIBLE INPUT, but also comprehensible output, language produced by the learner that can be understood by other speakers of the language. It has been argued that when learners have to make efforts to ensure that their messages are communicated (pushed output) this puts them in a better position to notice the gap between their productions and those of proficient speakers, fostering acquisition.

Overview refers to a general summary or a broad description of a subject, situation, or document, highlighting the main points without going into detailed explanations.

P

Paced reading is in developing reading skills, the use of software in which the computer scrolls text down the screen at a rate predetermined by the reader in order to encourage faster reading.

Pacing in teaching, the speed at which material is covered during a lesson including the rhythm of a class and the degree to which class time is used well. Teachers use different strategies to ensure that pacing is appropriate. Determination of pace for some activities may be determined by learners: this is known as learner-paced instruction. When teachers make pacing decisions it is known as teacher-paced instruction. For example teachers may provide a public summary of progress or announce a time frame for activities.

Panel a small group of people chosen to give advice, make a decision, or publicly discuss their opinions as entertainment

Passive vocabulary is vocabulary that learners may recognize or understand if they read or hear it used but rarely use when they speak or write.

Pedagogic grammar is also pedagogical grammar a grammatical description of a language which is intended for pedagogical purposes, such as language teaching, syllabus design, or the preparation of teaching materials. A pedagogic grammar may be based on: a grammatical analysis and description of a language b a particular grammatical theory, such as GENERATIVE GRAMMAR c the study of the grammatical problems of learners (see ERROR ANALYSIS) or on a combination of approaches.

Pedagogical content knowledge in teaching, a teacher's knowledge of subject matter and the ability to represent it in a way that will facilitate teaching and learning. Whereas content knowledge refers to knowledge of subject matter, pedagogical content knowledge refers to knowing how to turn that subject matter into plans for teaching and learning. It is a key component of teaching skill.

Pedagogy in general terms, pedagogy refers to theories of teaching, curriculum and instruction as well as the ways in which formal teaching and learning in institutional settings such as schools is planned and delivered. In educational theory, pedagogy is usually divided into curriculum, instruction, and evaluation. Since language is the essential medium of pedagogy, the role of language in pedagogy is a focus of theorizing and research by linguists, applied linguists, educators, and critical pedagogues. Critical pedagogy seeks to address issues related to the distribution and exercises of power and knowledge in educational settings.

Pedagogical tasks are tasks that learners are not likely to do outside the language classroom but are "created in order to push learners into communicating in the target language, on the assumption that this communicative interaction will fuel the acquisition process" (Nunan, 2001, p. 61). As an example, Nunan cites a "spot the difference" activity in which pairs of students have two similar cartoons. Without showing each other their pictures, they must use the target language to figure out how the two cartoons differ

Peer assessment in activities in which learners assess each other's performance

Peer group n a group of people with whom a person associates or identifies, e.g. neighbourhood children of the same age, or members of the same class at school or of the same sports team.

Peer monitoring n in teaching, the use of observation and assessment of what is happening in the classroom during learning activities that is carried out for students by other students in the class.

Peer review a system in which people you work with report on your performance so that you and your managers know areas that you need to improve, or an occasion when this happens

Peer teaching n also peer mediated instruction classroom teaching in which one student teaches another, particularly within a learner-centred approach to teaching. For example, when students have learnt something, they may teach it to other students, or test other students on it

Persistent describes someone or something that continues firmly or steadily in a course of action, despite difficulties, obstacles, or opposition. It often refers to determination and perseverance.

Phonemes are individual, meaningful sounds the vowels and consonants of a spoken language. The following words have different meanings because of a change in one phoneme (the initial consonant): bat, cat, fat, hat.

Phrases are two or more words that function together in a predictable pattern to make a meaning unit, such as prepositional phrases (on the table) and infinitive phrases (to sing).

Pidgin an incomplete, perhaps slightly changed form of a language often spoken by people who need to use the language for specific purposes but have no need for mastery

Pie chart a circle divided into several parts to represent how the total amount of something is divided up

Pilot testing (or piloting) is trying out an assessment system with a group of learners very similar to those for whom it is intended before it is ever used for decision-making purposes.

Placement tests are tests used to put students into appropriate levels of instruction once they have been admitted to a school or program.

Platform- in digital and educational contexts, a platform is a software system or online environment that hosts tools, applications, or services, enabling users to interact, collaborate, or perform specific tasks.

Plenary describes a meeting at which all the members of a group or organization are present, especially at a conference

Portfolio is a collection of a student's work that reveals the process of development over time and showcases individual products of projects undertaken.

Positive feedback is a process in which a response or reaction reinforces or amplifies a change in a system, often leading to an increased effect or acceleration of a process. It is the opposite of negative feedback, which counteracts change.

Practicality is the issue of whether the investment put into a test (e.g., in terms of its development, cost, administration, and scoring time) is justified by the information it provides.

Pragmatics is a branch of linguistics that studies how context influences the interpretation of meaning in language. It goes beyond the literal meaning of words to consider how speakers use language in real situations to communicate effectively.

Praxis is a term used in education, philosophy, and professional contexts to refer to the practical application of theory or knowledge. It emphasizes putting ideas, principles, or skills into action rather than just understanding them conceptually.

Predict say or estimate that a specific thing will happen in the future, based on information, observation, or experience.

Primary languages skills reading, writing, listening and speaking

Principles are fundamental truths, rules, or beliefs that guide actions or behaviors.

Procedural knowledge is one's ability to do something knowing how to do it.

Procedural scaffolding is moving from teaching to modeling, to the student practicing and then applying the concepts or skills being taught moving from wholeclass instruction to group work and then pair work and individual work to gradually move learners toward independent mastery of the subject matter (Echevarria, Vogt, & Snow, 2004).

Productive skill are a term used in language learning and communication. They refer to: the skills that involve producing language, either spoken or written.

Proficiency is the ability to speak, listen, read, and write in a language over a range of topics with confidence, native-like speed, and pausing and using native-like rules of correctness using the language with a high level of fluency and accuracy in all four skills.

Q

Qualification 1. An official record (certificate, diploma) of achievement which recognises successful completion of education or training, or satisfactory performance in a **test** or examination; and/or 2. The requirements for an individual to enter, or progress within an occupation.

Qualitative describing or measuring the qualities or characteristics of something, rather than its quantity or numerical value.

Qualitative data Data that are not in numerical form, such as a written account of what happened during a lesson or an interview

Qualitative research Research which uses procedures that make use of qualitative data, such as observations and interviews

Quantitative data Data that are in numerical form, obtained through counting and measurement.

Quantitative research Research which uses procedures which gather data in numerical form.

Questionnaire a list of question that several people are asked so that information can be collected about something

Query a question, request for information, or doubt about something.

Quiz (esp. AmE) A very short informal **test** given to students. *Pop quiz* (AmE) a short **test** given to students without any warning.

Quote to repeat the words that someone else has said or written

R

Raise awareness To help learners to start to understand something that they may not already know by drawing attention to it. For example, if you teach **learning strategies**, it can raise learners' awareness of how to learn.

The relationship between the teacher and learners. Teachers try to build or create a good rapport or relationship with their learners.

Rate of acquisition The speed at which the learner develops L2 proficiency. This is different to the 'route of acquisition'. Register: The kind of language used by particular groups for particular communicative situations, for example law register.

Rationale The reason for doing something, e.g. the rationale for pre-teaching vocabulary before learners read a text is to help learners read the text more easily. When teachers plan a lesson, they think about a rationale for activities and procedures.

Rapport, build rapport The relationship between the teacher and learners. Teachers try to build or create a good rapport or relationship with their learners.

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Reader 1. A senior teacher at a British university just below the rank of a professor 2. An easy book that is intended to help people learn to read their own or a foreign language.

Reading 1. Perceiving a written text in order to understand its contents (usually done silently – *silent reading*); 2. Saying a written text aloud (*oral reading*)

Reading approach In FL teaching, a programme or method in which reading comprehension is the main objective. In a ~, a) the FL is generally introduced through short passages written with simple vocabulary and structures; b) comprehension is taught through translation and grammatical analysis; c) if the spoken language is taught, it is generally used to reinforce reading and limited to the oral reading of texts.

Real world the actual, practical environment of everyday life, as opposed to ideas, theories, or simulations.

Realia (pl.) Three-dimensional objects used for instruction. Real objects such as clothes, menus, timetables and leaflets that can be brought into the classroom for a range of purposes.

Recasts are the interlocutor's (e.g., the teachers) repetitions of learners utterances with corrected forms included (Lyster, 1998). For example, if a student said, "I have seen Mary yesterday after class," the teacher might recast the statement by saying, "Oh, you saw Mary yesterday"

Receptive skill refer to the skills that involve receiving, understanding, and interpreting language, either spoken or written.

Reflection is the phenomenon in which light, sound, or any type of wave bounces back from a surface instead of being absorbed or passing through it.

Reformulate is the process in which light, sound, or other waves bounce back from a surface rather than being absorbed or transmitted through it.

S

Self-reflect to reflect on or think about your own learning or teaching.

Scaffolding is providing learners (not just language learners) with just enough guidance (via modeling, guided practice, and comprehensible input) so that they can accomplish tasks on their own.

Scan To read a text quickly to pick out specific information, e.g. finding a phone number in a phone book

Schema theory is a theory that explains the role of background knowledge in processing incoming information when we are reading or listening to something (see Carrell, 1987).

Science Knowledge about the structure and behaviour of the natural and physical world based on facts that one can prove, for example by experiments; a particular branch of science; a study of science

Science faculty, faculty of sciences A group of related departments in a college or university where natural sciences can be studied and researched

Scientifically based research Research that involves the application of rigorous, systemic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs

Scientist A person who studies one or more natural sciences (i.e. physics, chemistry and biology)

Script A set of letters used for writing a particular language, e.g. Arabic script, Cyrillic script, Roman script.

Scope indicates how comprehensive, inclusive or general a theory is to explain a range of situations rather than just one.

Selected responses are responses on test tasks that require students to choose from among options provided, rather than generating language themselves. Multiple-choice items, true-false items, and the matching format make use of selected responses.

Sentences are spoken utterances or written statements that consist of one or more independent clauses and any attached dependent clauses. Sentences can stand alone and feel complete and grammatical to a reader or listener.

Session a period of time or meeting arranged for a particular activity, e.g. a conference session

Sheltered content instruction is content courses taught in the target language to language learners by a content-area specialist, such as a university professor.

Short-term a brief period of time, usually not lasting very long.

Skill The knowledge and experience needed to perform a specific task or job. The four language skills are listening, speaking, reading and writing.

Skim To read a text quickly to get a general idea of what it is about.

Skit is a short, usually humorous, performance or play that is often acted out by a small group of people.

Silent period The time when learners who are beginning to learn a first (or second) language prefer to listen (or read) before producing the language, e.g. babies have a silent period when they listen to their parents before starting to try to speak themselves.

Subskills - are smaller, specific skills that make up a larger, more complex skill.

T

Target audience the people for whom something is created or performed. For example, a tourism brochure targets tourists and uses pictures and language that will appeal and be accessible to them.

Target language 1. The language which is the focus of the lesson or a part of the lesson. It could be grammar, lexis, functions or pronunciation. 2. The language being studied (often called the **L2**). This is the language that the learner is attempting to learn.

Target tasks are things learners would probably do outside of the language classroom, such as filling out an application form, participating in a job interview, or using a map to find one's way through a city (Nunan, 2001, p. 61).

Task-based learning is an approach to defining and organizing activities. It involves specifying a "sequence of communicative tasks to be carried out in the target language" (Willis & Willis, 2001, p. 173) rather than a sequence of language forms to be learned.

Tasks are "the instructional activities and techniques utilized for content, language, and strategy instruction in language classrooms" (Stoller & Grabe, 1997, p. 84). Tasks are the things that students actually do. There are different kinds of tasks, but the two main categories are pedagogical tasks and target tasks.

Task orientation is the degree to which a teacher provides learning opportunities (as opposed to dealing with management issues) for students.

Task type refers to the category or kind of task based on its purpose, method, or skills involved. It is commonly used in education, work, or project management.

Taxonomy is an orderly classification of items according to various levels (low to high, small to large).

Teacher burnout is the time in a teacher's life when the demands and expectations of the job exceed one's perceived ability to accomplish them.

Teacher-centred When the teacher is seen as the source of all knowledge in the learning process and acts as the provider of knowledge rather than making use of the knowledge and experience of the students to guide the learning process.

Teacher's guide is a supplement to a textbook which includes a collection of teaching materials, lessons, ideas, and activities to help you teach the subject

Teacher talk Teachers address classroom language learners differently from the way they address other kinds of classroom learners. They make adjustments to both language form and language function in order to facilitate communication.

Teaching staff All the teachers at an educational establishment

Team teaching A teaching method in which two or more teachers teach the same subjects or theme. The teachers may alternate teaching the entire group or divide the group into sections or classes that rotate between the teachers. Student teachers often team teach when they start their training in order to build up confidence and experience without having the sole responsibility for a whole class. Team teaching may involve teachers of the same or different subjects.

Technique- A technique is a specific way of doing something, usually involving a particular skill or procedure.

Tool- In education or technology, a tool can refer to a resource, software, or application that helps accomplish a task or enhance learning.

U

Undergraduate refers to a student or level of study at a college or university before earning a first (bachelor's) degree.

Universal grammar is a set of general principles that apply to all languages, rather than a set of particular rules

University college is a college which is administratively part of a university

Usage refer to 'that aspect of performance which makes evident the extent to which the language user demonstrates his knowledge of linguistic rules'.
The term contrasts with use.

Use to refer to that aspect of performance which 'makes evident the extent to which the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication'.

Utterance is a complete unit of speech in spoken language. An utterance can be shorter than a sentence, e.g. A: *When's he coming?* B: *Tomorrow.* 'Tomorrow' is an utterance here.

V

Validity in testing, it is the degree to which a test measures what it is supposed to measure, or can be used successfully for the purposes for which it is intended.

Variability language learners vary in the use they make of their linguistic knowledge. This can be systematic or unsystematic.

Variation a change in amount or level

Varieties of English English is spoken as a first or second language in many countries around the world, but the English spoken may be slightly or significantly different in each country or in different parts of one country, e.g. different vocabulary or grammar may be used. An example of this is the English spoken in the USA and that spoken in the UK.

Venn diagram is a drawing of circles that cross over each other showing the similarities and differences between two or three objects, people, concepts, places. They are also used to show a whole set of items and a sub-set of those items. See pie chart.

Venue the place where a public event or meeting happens, e.g. a conference venue

Verbal-linguistic intelligence is the ability to use and produce language effectively

Verbal scaffolding is a way that teachers can adapt their language to support students understanding and reinforce students learning (e.g., through paraphrasing and using contextual definitions) (Echevarria, Vogt, & Snow, 2004).

Video conferencing is a meeting between people who are not physically present, via computers connected to the Internet, using technologies such as video cameras and audio tools, simultaneously.

Virtual course is a course of distance learning via the Internet

Visual something that you are shown, such as a picture, film or map, in order to help you understand or remember information

Visual aid is a picture, a diagram or anything else the learners can look at which can help teachers illustrate form or meaning. See aids, realia.

Visualisation (n.), visualise (v.) is to form a mental picture of something.

Visualisation can help learners to remember new words or can be used for creative story-telling. A classroom activity where learners close their eyes and create mental images.

Visual-spatial intelligence is the ability to create visual images in the form of drawings, designs, maps, puzzles, mazes, and other creative items

Vocabulary is a vocational education and training (VET) Education and training which aims to equip people with skills and competences that can be used on the labour market.

Vodcast is a type of digital media that combines video and podcasting.

Volunteer (n., v.) is a learner who offers to help the teacher in class, for example by answering a question, handing out books or cleaning the board.

W

Warmer (n.), warm up (v.) is an activity that a teacher uses at the beginning of a lesson to give the class more energy.

Washback is the effect of a test on teaching or learning. (in testing) the positive or negative impact of a test on classroom teaching or learning. In some countries, for example, national language examinations have a major impact on teaching and teachers often “teach to the tests”. In order to bring about changes in teaching, changes may have to be made in the tests. For example, if the education department in a country wanted schools to spend more time teaching listening skills, one way to bring this about would be to introduce a listening comprehension test component into state examinations. The washback would be that more class time would then be spent on teaching listening skills. When teaching is found to exert an important effect on testing, this impact is called a reverse washback.

Webinar is a seminar, workshop, or presentation conducted over the internet.

Webquest is a project which requires learners to use Internet resources and websites to find information. A webquest has four main stages: Introduction, Task, Process and Evaluation.

Whole-group instruction is instruction in which an entire class is taught together rather than in groups

Whole-word-method is a method for teaching children to read in the mother tongue, in which children are taught to recognize whole words rather than letter-names (as in the alphabetic method) or sounds (as in phonics). It usually leads to the use of the sentence method, where whole sentences are used.

Word map, mind map is a diagram which is used to make a visual record of vocabulary on the same topic, e.g. car bus
transport train plane

Word snake is a reading or writing activity involving words written in the shape of a snake. Each new word begins with the first letter of the previous word, e.g. Dog giraffe elephant tiger.

Wordsearch is a grid in which each square has a letter of the alphabet. Words are hidden in the grid and learners have to find them.

Workbook is a book which contains extra practice activities for learners to work on in their own time. Usually the book is designed so that learners can write in it and often there is an answer key provided in the back of the book to give feedback to the learners.

Working memory is thought of as an active system for both storing and manipulating information during the execution of cognitive tasks such as comprehension and learning

Workplace language the specialized type of language used in work settings. Workplace language includes, the communication that takes places among workers and between workers and supervisors, the language used in particular occupations and organizations, and both verbal and nonverbal communication.

Work out when learners try to understand how and why a particular piece of language is used or how it is formed. For example, learners read a text with different past tenses then look at the example sentences in the text and work out how the different tenses are used and how they are formed. See deduce meaning from context.

Workplace English (also called vocational ESL [VESL]) is the English used in a particular work setting or in a particular type of work (e.g., English for tourism, English for agricultural work, English for mechanics).

Workshop is a period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience.

Writing conference n (in teaching composition) an activity in which the teacher and a student meet for a short period of time to discuss student writing and different aspects of the composing process (see COMPOSING PROCESSES). Through regular conferences with students during a writing programme either in a part of the classroom or elsewhere, the teacher tries to promote awareness of writing strategies, to personalize writing for the student, and to make learners more confident about their writing

Writing-modes approach n a teaching approach in which L2 composition students write paragraphs and essays whose primary purpose is to focus on such organizational modes as definition, comparison-contrast, classification, cause-effect.

Writing processes n the strategies, procedures and decision-making employed by writers as they write. Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes.

Writing system n a system of written symbols which represent the sounds, syllables, or words of a language. The three main types of writing system are ALPHABETIC, based on sounds; SYLLABIC, based on syllables; and IDEOGRAPHIC, based on words.

Z

Zone of proximal development (ZPD) is made up of skills and knowledge that have not yet been fully acquired but that the learner can use with assistance. There are a number of ways that learners can work toward acquiring new skills and knowledge: getting help from more capable peers, interacting with peers, helping less capable peers, and tapping their own inner resources (van Lier, 1996, p. 193).

Zero anaphora *n* a type of ANAPHORA in which a form may be omitted because its referent is known or can be guessed. For example in:

Zero morpheme *n* another term for NULL MORPHEME

VI. TOPSHIRIQLAR BANKI

V.KEYSLAR BANKI

VI.Topshiriqlar

Task # 1:Eclectic Approach. Read the article and answer the questions below:

1. What are the advantages of using the eclectic approach compared to traditional methods?
2. How is the eclectic method applied in practice in the educational process? How effective is it?
3. What are teachers' opinions on the proposed approach and their attitudes toward its implementation in the classical educational program?

Task # 2: Communicative Competence. Read the article “Communicative Competence in Language Teaching” by Zainuddin and justify your ideas on four models of communicative competence(linguistic, sociolinguistic, discourse, strategic)
M.Canale(1983)

Task # 3: The process of Integrated teaching of language learning skills. Read the article “Integrated Skills in the ESL/EFL Classroom” by Rebecca Oxford and answer the questions:

1. What is Segregated-Skill instruction?
2. What are two forms of Integrated –Skills instruction?
3. What are the advantages of Integrated-Skill approach?
4. What are the disadvantages of Integrated-Skill approach?

Mustaqil ta'lim mavzulari:

1. Methodology and it's types
2. Aim of teaching foreign language methodology
3. Approaches, methods and techniques
4. Content of teaching foreign languages
5. Methods of teaching and learning
6. Use of Innovative technologies in teaching foreign language classroom
7. Teaching English language material
8. Teaching grammar, vocabulary and pronunciation
9. Teaching communicative skills in English
10. Organization of the English teaching process
11. Designing the language learning tasks
12. Task evaluation and the language learning tasks
13. Teaching language skills
14. Goals and problems of teaching reading, writing, listening and speaking
15. Functions and types of assessments
16. The role of CLIL in language teaching
17. Blended learning and Flipped learning
18. Communicative skills
19. Classroom interaction and discipline
20. Designing lesson plans and lesson observation.

NAZORAT SAVOLLARI

Control questions

1. Which approach considers communication both a means and a goal of language learning.
2. What is the main principle of the Direct Method.
3. Which approach encourages learners to acquire language through meaningful tasks.
4. Which method prioritizes listening and speaking before reading and writing.
5. Which learning theory is the Audio Lingual Method based on.
6. Which method focuses more on lexical chunks and collocations than on grammatical rules.
7. Which technique is most effective for modeling real life communication in the classroom.
8. For what purpose is concept checking used.
9. Which technique is used at the beginning of a lesson to activate learners' prior knowledge.
10. What does the term competence mean in education or professional activity.
11. Using digital applications and platforms effectively belongs to which competence.
12. Which competence reflects a teacher's ability to adapt lessons to diverse learner needs.
13. What does the concept of pedagogical technology mean.
14. Which teaching methods are more effective for kinesthetic learners.
15. What is the main advantage of using artificial intelligence in education.
16. For what purpose is the CEFR framework mainly used.
17. What is the key feature of the CEFR.
18. What is the first stage of lesson planning.
19. What is meant by social learning strategies.
20. Which type of strategy does time management belong to.
21. Asking questions and clarification are examples of which strategy.
22. What is the main aim of project based learning.
23. What is the role of the teacher in project based learning.
24. Which skill is usually not developed in project based learning.
25. Which type of listening focuses on understanding the general meaning.
26. Which method is based on colored charts and minimal teacher talk.
27. Which principle requires teaching to be learner centered and needs based.
28. According to the principle of progression how should lessons be sequenced.
29. What does the principle of contextualization require.
30. What do learners mainly do at the practice stage.
31. What characterizes the production stage.
32. What does context based language teaching mean.
33. Context based learning is most closely associated with which method.
34. In a shopping themed context based lesson which activity is most appropriate.
35. What is the main goal of context based language teaching.
36. What does the 4C model in CLIL stand for.
37. Who first introduced the concept of communicative competence.
38. According to state education standards what is the main goal of foreign language teaching.
39. What general qualities does foreign language learning help to develop in learners.
40. How is the term technique defined in methodology.
41. What is pedagogical technology mainly oriented towards.
42. What components does pedagogical technology include.
43. Exercises aimed at understanding language input belong to which type.
44. Repetition and substitution drills belong to which type of exercises.
45. How is the concept of method explained in methodology.
46. Gap filling exercises belong to which type.
47. What are actions that help learning become faster and more effective called.
48. Which method focuses on discovering rules through examples.
49. Which activities do not develop interactive speaking skills.
50. What is the strategy called when learners plan and monitor their own learning.
51. Which strategy helps storing and retrieving information.

52. Which strategy focuses on active processing of new information.
53. Which strategy helps compensate for lack of knowledge.
54. What are the main components of memory strategies.
55. Which competence includes lexical grammatical and phonetic knowledge.
56. Which competence covers the relationship between language forms and context.
57. Which competence helps convey meaning when communication breaks down.
58. Which competence involves knowledge of socially appropriate language use.
59. What is the type of education that combines face to face and distance learning called.
60. What does suggestopedia mean.
61. What is the system of general principles of language teaching and learning called.
62. What is the main aim of the Grammar Translation Method.
63. Deriving rules from examples is typical of which method.
64. What is a systematic teaching procedure based on a specific approach called.
65. When did methodology begin to develop as a scientific discipline.
66. What are the core concepts of Task Based Language Teaching.
67. What is meant by an exercise in education.
68. The post method condition is associated with which period.
69. Which principle focuses on developing learner autonomy.
70. What is the type of education where preparation is done at home and practice in class called.
71. Which type of education integrates face to face and online activities.
72. What are teaching materials created for real life use called.
73. What is the main purpose of studying methodology.
74. Which approach considers everyday relevance and practicality as important principles.
75. What are the three main principles of post method pedagogy.
76. In which concept are particularity practicality and possibility central.
77. What should a teacher focus on when using dialog journals.
78. What are approaches based on the four main language skills called.
79. Which types of materials are especially important for young learners.
80. Into how many main types is methodology divided.
81. What is meant by teaching methodology.
82. What is a teacher's choice of activities based on.
83. What is meant by a form of interaction.
84. What does the use of songs and role plays indicate.
85. What are goals aimed at free and real life language use called.
86. In which method is habit formation the main objective.
87. Allowing learners to discover rules through examples represents which approach.
88. What is the Test Teach Test model based on.
89. Which approach focuses on words and lexical chunks.
90. Which method teaches language through physical movement.
91. What is it called when learners guess the meaning of unknown words from context.
92. What characterizes an authentic test.
93. What is meant by real life tasks.
94. What is the main purpose of real life tasks.
95. What are the revised levels of Bloom's taxonomy.
96. What is meant by data collection.

VII. ADABIYOTLAR RO'YXATI

ADABIYOTLAR RO‘YXATI

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