

**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 TILLARNI O‘RGATISHDA
TENGLIK, XILMA-XILLIK VA
INKLYUZIVLIKNI TA‘MINLASH**

2026

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

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

**O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI
HUZURIDAGI PEDAGOG KADRLARNI QAYTA TAYYORLASH VA
MALAKASINI OSHIRISH TARMOQ MARKAZI**

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

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.

Tuzuvchi:

**Xan Svetlana Sergiyevna
O‘zDJTU, PhD**

Taqrizchi:

**Ilene Giamanco tarjima nazariyasi
"English Language Programs, A
program with the U.S. Department
of State.**

O‘quv-uslubiy majmua O‘zDJTU kengashining qarori bilan nashrga tavsiya qilingan
(“__” _____ 202__-yildagi ____ -sonli bayonoma)

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I. ISHCHI DASTUR

KIRISH

Joriy yilning “Insonga e’tibor va sifatli ta’lim yili” deb belgilanishi ta’lim-tarbiya jarayonining sifati va samaradorligini aniqlash mezonini talabalarning kasbiy tayyorgarligini majmua holda nazorat qilish va baholash jarayoniga innovatsion yondashuvni taqozo etadi.

Dastur O‘zbekiston Respublikasining 2020 yil 23 sentabrda tasdiqlangan “Ta’lim to‘g‘risida”gi Qonuni, O‘zbekiston Respublikasi Prezidentining 2022 yil 28 yanvardagi “2022-2026 yillarga mo‘ljallangan Yangi O‘zbekistonning Taraqqiyot strategiyasi to‘g‘risida” PF-60-son, 2015 yil 12 iyundagi “Oliy ta’lim muassasalarining rahbar va pedagog kadrlarini qayta tayyorlash va malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida” gi PF-4732-son, 2020 yil 29 oktabrdagi “Ilm-fanni 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-6097-sonli Farmonlari, shuningdek, 2020 yil 27 fevraldagi “Pedagogik ta’lim sohasini yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi PQ-4623-sonli Qarori, O‘zbekiston Respublikasi Vazirlar Mahkamasining 8 dekabr 2018 yilda qabul qilingan 997-sonli “Xalq ta’limi tizimida ta’lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish chora-tadbirlari to‘g‘risida”gi qarori, 2020 yil 15 maydagi “O‘zbekiston Respublikasida Kasbiy malakalar, bilim va ko‘nik-malarni rivojlantirish milliy tizimi faoliyatini tashkil etish choralari to‘g‘risida”gi 287-son qarorlarida belgilangan ustuvor yo‘nalishlar mazmunidan kelib chiqqan holda tuzilgan bo‘lib, u zamonaviy talablar asosida qayta tayyorlash va malaka oshirish jarayonlarining mazmunini takomillashtirish hamda oliy ta’lim muassasalari pedagog kadrlarining kasbiy kompetentligini muntazam oshirib borishni maqsad qiladi.

“Chet tillarni o‘rgatishda tenglik, xilma-xillik va inklyuzivlikni ta’minlash” moduli O‘zbekiston ta’lim tizimida barcha talabalar uchun teng imkoniyatlar yaratish va madaniy xilma-xillikni hurmat qilish tamoyillariga asoslanadi. Tenglik tamoyili har bir talabaning, ijtimoiy va iqtisodiy kelib chiqishidan qat’i nazar, sifatli ta’lim olish huquqini ta’minlashni nazarda tutadi. Xilma-xillik esa turli

madaniyat, til va ehtiyojlarga ega talabalarni o‘quv jarayoniga faol jalb qilishni ko‘zda tutadi. Inklyuzivlik tamoyili maxsus ehtiyojga ega bo‘lgan talabalar uchun moslashtirilgan ta’lim muhitini yaratishga yo‘naltirilgan.

O‘zbekiston Prezidenti tomonidan qabul qilingan qarorlar, jumladan, “Ta’lim tizimini 2030 yilgacha rivojlantirish strategiyasi” va “O‘zbekiston ta’lim tizimida inkluzivlikni rivojlantirish” kabi hujjatlar, ushbu tamoyillarni ta’lim tizimiga joriy qilish uchun muhim asos yaratdi. Bu qarorlar barcha talabalarning ehtiyojlarini hisobga oluvchi raqamli texnologiyalarni joriy qilishni ham qo‘llab-quvvatlaydi. Natijada, o‘qituvchilar tenglik, xilma-xillik va inklyuzivlik tamoyillarini amalda qo‘llash va har bir talabaga mos ta’lim strategiyalarini ishlab chiqish imkoniyatiga ega bo‘ladi. Mazkur modul o‘qituvchilarni nafaqat zamonaviy tamoyillar bilan tanishtiradi, balki ular bilan ishlashning innovatsion yondashuvlarini ham rivojlantiradi.

Modulning maqsadi va vazifalari

Modulning maqsadi: “Chet tillarni o‘rgatishda tenglik, xilma-xillik va inklyuzivlikni ta’minlash” modulining maqsadi ta’lim jarayonida barcha talabalar uchun teng imkoniyatlarni yaratish va ularning individual ehtiyojlarini inobatga olishdir. Ushbu modul o‘qituvchilarga ta’limda adolatni ta’minlash, ijtimoiy va madaniy xilma-xillikni hurmat qilish va qo‘llab-quvvatlash tamoyillarini o‘rgatadi. Modul maxsus ehtiyojga ega bo‘lgan talabalar uchun moslashtirilgan o‘quv materiallari va usullarni ishlab chiqishni o‘z ichiga oladi.

Modulning vazifalari: Mazkur modulning asosiy vazifasi o‘qituvchilarga xilma-xil talaba guruhlari bilan ishlashda samarali strategiyalarni taklif etishdir. Bu jarayonda talabalar madaniyati, tili va ehtiyojlariga mos o‘quv muhitini yaratish muhim ahamiyat kasb etadi. Modul, shuningdek, o‘qituvchilarni raqamli texnologiyalar va sun’iy intellekt vositalaridan foydalanib, inkluziv va moslashtirilgan ta’limni tashkil etishga yo‘naltiradi. Natijada, o‘qituvchilar o‘quv jarayonini interaktiv, adolatli va talabalar ehtiyojlariga mos ravishda tashkil etishni o‘rganadilar. Bu modul o‘qituvchilarning pedagogik salohiyatini oshirish va ta’lim sifatini yaxshilashga xizmat qiladi.

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

Tinglovchi:

- tenglik tushunchasi va uning ta'limdagi o'rni haqida bilimlarga ega bo'lish;
- har bir talabaga ta'lim jarayonida teng imkoniyat yaratishning ahamiyati;
- tenglikni ta'minlash usullari va strategiyalari bo'yicha nazariy va amaliy ma'lumotlar;
- Inklyuzivlik tamoyillari va amaliyoti bo'yicha bilimlar;
- Maxsus ehtiyojga ega talabalar bilan ishlashning nazariy asoslarini *bilishlari kerak.*

Tinglovchi:

- Har bir talabaning ta'lim olish huquqini teng darajada ta'minlash, ularning ehtiyojlarini hisobga olgan holda o'quv jarayonini tashkil etish;
- Talabalar o'rtasida adolatni saqlash, turli qobiliyat va darajadagi talabalar bilan samarali ishlash;
- Turli madaniyat, til va shaxsiy xususiyatlarga ega bo'lgan talabalar bilan ishlashda xilma-xillikni hurmat qilish va qo'llab-quvvatlash;
- Maxsus ehtiyojli talabalar uchun mos o'quv muhitini yaratish va inklyuziv ta'limni amalga oshirish;
- Har bir talabaga individual yondashuv ko'rsatish va ta'lim materiallarini ularning qobiliyati va ehtiyojlariga moslashtirish *kompetensiyalarga ega bo'ladilar.*

Tinglovchi:

- Talabalar uchun teng imkoniyatlarni yaratish va ularning ehtiyojlarini hisobga olishni o'rganish;
- O'quv materiallarini har bir talabaning darajasiga va qobiliyatiga moslashtirish usullarini qo'llash;
- Turli madaniyat, til va ehtiyojlarga ega bo'lgan talabalar bilan samarali ishlash;
- Madaniyatlararo muloqotni rivojlantirish va talabalar o'rtasida hurmat muhitini yaratish bo'yicha strategiyalarni qo'llash;

- Maxsus ehtiyojli talabalar uchun mos o‘quv materiallari va dars uslublarini ishlab chiqish va qo‘llash *ko‘nikmalariga ega* bo‘ladilar.

Modulni tashkil etish va o‘tkazish bo‘yicha tavsiyalar

“Chet tillarni o‘rgatishda tenglik, xilma-xillik va inklyuzivlikni ta‘minlash” moduli ma‘ruza va amaliy mashg‘ulotlar shaklida olib boriladi.

Modulni o‘qitish jarayonida ta‘limning zamonaviy metodlari, pedagogik texnologiyalar va axborot-kommunikatsiya texnologiyalari qo‘llanilishi nazarda tutilgan:

- ma‘ruza darslarida zamonaviy kompyuter texnologiyalari yordamida prezentatsion va elektron-didaktik texnologiyalardan;

- o‘tkaziladigan amaliy mashg‘ulotlarda texnik vositalardan, ekspress-so‘rovlar, test so‘rovlari, aqliy hujum, guruhli fikrlash, kichik guruhlar bilan ishlash, kollokvium o‘tkazish, va boshqa interaktiv ta‘lim usullarini qo‘llash nazarda tutiladi.

- modulni o‘qitish jarayonida ta‘limning zamonaviy metodlari, pedagogik texnologiyalar va masofaviy ta‘limga asoslangan raqamli texnologiyalari qo‘llanilishi nazarda tutilgan:

- video ma‘ruzada zamonaviy interaktiv texnologiyalar yordamida prezentatsiya va elektron-didaktik texnologiyalardan;

- o‘tkaziladigan amaliy mashg‘ulotlarda bulutli texnologiyaga asoslangan dasturiy vositalardan, ekspress-so‘rovlar, test so‘rovlari va boshqa interaktiv ta‘lim usullarini qo‘llash nazarda tutiladi.

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

Yakuniy natijalar

Modul yakunida o‘qituvchilar tenglik, xilma-xillik va inklyuzivlik tamoyillarini amaliyotga joriy qilish uchun zarur ko‘nikmalarga ega bo‘ladilar.

Har bir talabaga moslashtirilgan ta‘limni tashkil etish uchun innovatsion texnologiyalardan foydalanishni o‘rganadilar.

Xilma-xil va adolatli ta'lim muhitini yaratishga qodir bo'lgan pedagogik kompetensiyalarni rivojlantiradilar.

Guruhli va individual ishlash

- Kichik guruhlarda talabalar ehtiyojlariga mos materiallar yaratish.
- Har bir o'qituvchining o'z dars usullarini tahlil qilishi va takomillashtirishi.

Amaliy mashg'ulotlar

- Talabalar ehtiyojlarini tahlil qilish va ularga moslashtirilgan dars rejalarini yaratish.
- Diskriminatsiyani oldini olish uchun o'quv jarayonidagi stereotiplarni aniqlash va bartaraf etish.
- Raqamli vositalardan foydalanib, maxsus ehtiyojli talabalar uchun material yaratish.

Modulning oliy ta'limdagi o'rni

Modulni o'zlashtirish orqali tinglovchilar standart va nostandart testlarni tuzishni o'rgatish, amalda qo'llash va baholashga doir kasbiy kompetentlikka ega bo'ladilar. Modulni o'zlashtirish orqali tinglovchilar kurs davomida dastlab namunaviy darslarda "til o'rganuvchi" rolida qatnashadilar, so'ngra o'qituvchi sifatida tavsiya etilgan darslar va mashqlarni tahlil qilishadi, maxsus testlarni yechishadi, portfolio topshiriqlarini bajarishadi, namunaviy dars o'tib berish orqali o'zlarining til o'qitish ko'nikmalarini rivojlantirishadi. Kurs ishtirokchilaridan kasbiy malakalaridan kelib chiqqan holda chet tillarni o'qitishdagi dolzarb masalalarni belgilab olishlari shuningdek, guruh ahzolari bilan darsda hamkor holda ish yuritishlari, o'zaro fikr almashishlari, interfaol usullarining samarali shakllarini tahlim sohasiga tadbiiq etishga erishishlari, mavjud ish tajribalarini hamkasblari bilan o'rtoqlashishlari, xususan, ilg'or tajribalarni seminar-treninglar, amaliy kurslar, didaktik materiallar, metodik qo'llanmalar ko'rinishida

ommalashtirish va ta'lim tizimida qo'llash ko'nikmalarini rivojlantirish ustida ish olib boradilar.

MODUL BO'YICHA SOATLAR TAQSIMOTI

№	Modul mavzulari	Auditoriya o'quv yuklamasi		
		Jami	Nazariy	Amaliy mashg'ul
1.	Chet tillarni o'qitishda adolat, tenglik, xilma-xillik va inklyuzivlik tamoyillarini ilgari surish / Promoting principles of equity, equality, diversity and inclusion in foreign language teaching	2	2	
2.	Chet tillarini turli darajali va tabaqalashtirilgan holda o'qitish / Mixed-level teaching and differentiation instruction in foreign language teaching	2	2	
3.	Tenglik, xilma-xillik va inklyuzivlikni qo'llab quvvatlash / Promoting equality, diversity and inclusion	2		2
4.	Aralash sinflarda tabaqalashtirilgan ta'limni joriy etish / Implementing differentiation instruction in mixed ability classes	2		2
5.	O'qituvchilarning farovonligi va ruhiy salomatligini yaxshilashda murabbiylikning ahamiyati / The role of mentorship in developing teachers' wellbeing and mental health	2		2
	Jami:10 soat	10	4	6

NAZARIY MASHG'ULOTLAR MAZMUNI

1-MAVZU: Chet tillarni o'qitishda adolat, tenglik, xilma-xillik va inklyuzivlik tamoyillarini ilgari surish (2 soat)

Adolat va tenglik: barcha talabalar uchun ta'lim imkoniyatlarini yaratish. Xilma-xillikni qo'llab-quvvatlash: madaniyatlararo kompetensiyalarni rivojlantirish. Inklyuziv ta'lim: barcha talabalar uchun qulay muhit yaratish. Texnologiyalar yordamida adolat va xilma-xillikni qo'llab-quvvatlash

NAZARIY MASHG'ULOTLAR MAZMUNI

2-MAVZU: Chet tillarini turli darajali va tabaqalashtirilgan holda o'qitish

Chet tillarni darajaga mos o'qitishning asosiy tamoyillari. Tabaqalashtirilgan ta'limni tashkil etish usullari. Turli darajadagi talabalar uchun ta'lim vositalari va texnologiyalari. O'quv materiallarini tabaqalashtirish. aholash va tahlil qilishning tabaqalashtirilgan tizimi

AMALIY MASHG'ULOTLAR MAZMUNI

1-AMALIY MASHG'ULOT. Tenglik, xilma-xillik va inklyuzivlikni qo'llab quvvatlash (2 soat)

Tenglikni ta'minlash: barcha talabalar uchun teng imkoniyatlar yaratish. Xilma-xillik: madaniyatlararo o'rganish va hurmatni rivojlantirish. Inklyuziv ta'limni amalga oshirish. Diskriminatsiyani oldini olish: teng imkoniyatli va hurmatga asoslangan ta'lim. Texnologiyalar yordamida tenglik va xilma-xillikni qo'llab-quvvatlash. O'qituvchining roli: tenglik va inklyuzivlikni targ'ib qilish.

2-AMALIY MASHG'ULOT. Aralash sinflarda tabaqalashtirilgan ta'limni joriy etish. (2 soat)

Talabalarning o'zlashtirish darajasini aniqlash va tahlil qilish. Aralash sinflarda talabalar darajasini baholash uchun diagnostik testlar ishlab chiqish. Talabalar darajalarini (boshlang'ich, o'rta, yuqori) ajratish usullari. Tabaqalashtirilgan dars rejalarini ishlab chiqish. Har xil darajadagi talabalar uchun bir mavzuni moslashtirish. Masalan: "Chet elga sayohat" mavzusi uchun A1 daraja – sodda lug'at, B1 daraja – dialog mashqlari, C1 daraja – esse yozish. Tabaqalashtirilgan dars rejalarida talabalarning qiziqish va ehtiyojlarini hisobga olish. Interaktiv texnologiyalarni qo'shib, har bir daraja uchun mos material tayyorlash.

3-AMALIY MASHG'ULOT. O'qituvchilarning farovonligi va ruhiy salomatligini yaxshilashda murabbiylikning ahamiyati

Murabbiylik (mentoring) va uning o'qituvchilar farovonligiga ta'siri. Psixologik yordam ko'rsatish texnikalari: faol tinglash, empatiya va qo'llab-quvvatlash. Amaliy topshiriq: o'qituvchilar kichik guruhlarda stressni kamaytirish usullarini muhokama qiladilar. **Stressni boshqarish bo'yicha murabbiylik**

mashg'ulotlari. Stress belgilarini aniqlash va ularni boshqarishning samarali strategiyalari. O'qituvchilarni motivatsiya qilish va ruhlantirishda murabbiylarning roli. Amaliy topshiriq: o'qituvchilarga stressni kamaytiruvchi texnikalar (nafas olish mashqlari, mindfulness) bo'yicha trening o'tkazish.

O'QITISH SHAKLLARI

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

- ma'ruzalar, amaliy mashg'ulotlar (ma'lumotlar va texnologiyalarni anglab olish, aqliy qiziqishni rivojlantirish, nazariy bilimlarni mustahkamlash);
- davra suhbatlari (ko'rilayotgan loyiha yechimlari bo'yicha taklif berish qobiliyatini oshirish, eshitish, idrok qilish va mantiqiy xulosalar chiqarish);
- bahs va munozaralar (loyihalar yechimi bo'yicha dalillar va asosli argumentlarni taqdim qilish, eshitish va muammolar yechimini topish qobiliyatini rivojlantirish).

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

TA'LIM METODLARI

1. "Case-study" (Vaziyatli masalalar)

Tavsif:

- Talabalar yoki o'qituvchilarga dars jarayonida sun'iy intellekt vositalarini qo'llash bo'yicha real hayotiy vaziyatlar taqdim etiladi.

Qo'llanilishi:

- Masalan, talabalar darajasiga mos dars rejasi yaratish uchun ChatGPT yoki boshqa vositalardan foydalanish topshiriladi.
- Talabalar yozgan esse yoki matnlarni Grammarly orqali tahlil qilish va xatolarni muhokama qilish.

Afzalliklari:

- Amaliy ko'nikmalarni rivojlantiradi.
- Talabalarning o'zlashtirish darajasiga mos yondashuvni shakllantiradi.

2. "Guruhli muhokama" (Debatlar yoki kollaborativ ish)

Tavsif:

- Talabalar kichik guruhlariga bo'linib, sun'iy intellekt vositalaridan foydalanib, birgalikda topshiriqlar bajaradi va natijalarni taqdim etadi.

Qo'llanilishi:

- Guruhlar bir mavzu bo'yicha dars materialini tayyorlaydi, masalan:
 - Bir guruh "Talaffuz mashqlari uchun vositalar".
 - Ikkinchi guruh "Grammatik xatolarni aniqlash".
 - Uchinchi guruh "Tinglash topshiriqlari uchun SI vositalari".
- Har bir guruh o'z ishlari bo'yicha taqdimot qiladi.

Afzalliklari:

- Talabalar o'rtasida fikr almashish va birgalikda ishlashni rivojlantiradi.
- SI texnologiyalari bilan ishlashda amaliy tajriba orttiradi.

3. "Role-play" (Rolli o'yinlar)

Tavsif:

- Talabalar sun'iy intellekt yordamida yaratilgan ssenariy bo'yicha o'z rollarini bajaradilar.

Qo'llanilishi:

- ChatGPT yoki boshqa vositalar orqali diyaloglar yaratilib, talabalar o'rtasida rollar bo'lib beriladi.

- Masalan:

- Talaba 1: Mehmonxona xodimi.

- Talaba 2: Mehmon, xonani bron qilishni xohlaydi.

- ELSA Speak orqali talaffuzni rivojlantirish va mashg'ulotni qayta tekshirish.

Afzalliklari:

- Real hayotiy vaziyatlarga mos mashqlarni bajarish imkonini beradi.

- Suhbat ko'nikmalarini rivojlantiradi.

4. "Teskari ta'lim" (Flipped Classroom)

Tavsif:

- Talabalar yoki o'qituvchilar darsga tayyorgarlik ko'rishda sun'iy intellekt vositalaridan foydalanib, uyda mustaqil mashg'ulotlarni bajaradi, so'ngra sinfda olingan natijalarni muhokama qiladi.

Qo'llanilishi:

- Uy vazifasi:

- Talabalar sun'iy intellekt yordamida grammatik mashqlarni bajaradi.

- Yoki Duolingo orqali talaffuz va leksikani rivojlantirish mashg'ulotlarini o'tkazadi.

- Sinfda:

- Uyda bajarilgan ishlar muhokama qilinadi va aniqlangan xatolar tahlil qilinadi.

Afzalliklari:

- Mustaqil o'rganish va mas'uliyatni rivojlantiradi.

- Dars vaqtida yanada chuqurroq tahlil qilishga imkon beradi.

5. "Workshop" (Amaliy seminarlar)

Tavsif:

- O'qituvchilar sun'iy intellekt vositalaridan foydalanishni amalda o'rganadilar va qo'llaydilar.

Qo‘llanilishi:

- Amaliy mashg‘ulot:
 - ChatGPT yordamida dars rejasini tuzish.
 - Grammarly orqali talabalar yozuvlarini tahlil qilish.
 - DALL-E yordamida vizual materiallar yaratish.
 - Speechify yordamida matnlarni audio shaklga o‘tkazish.

Afzalliklari:

- Amaliy tajribani oshiradi.
- Dars jarayoniga innovatsion yondashuvlarni kiritadi.

Bu interfaol metodlar yordamida o‘qituvchilar sun‘iy intellekt texnologiyalaridan samarali foydalanishni o‘rganadilar va o‘z darslarini yanada qiziqarli va samarali qilish imkoniyatiga ega bo‘ladilar.

“Tushunchalar tahlili” metodi

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

Metodni amalga oshirish tartibi:

- ishtirokchilar mashg‘ulot qoidalari bilan tanishtiriladi;
- o‘quvchilarga mavzuga yoki bobga tegishli bo‘lgan so‘zlar, tushunchalar nomi tushirilgan tarqatmalar beriladi (individual yoki guruhli tartibda);
- o‘quvchilar mazkur tushunchalar qanday ma’no anglatishi, qachon, qanday holatlarda qo‘llanilishi haqida yozma ma’lumot beradilar;
- belgilangan vaqt yakuniga yetgach o‘qituvchi berilgan tushunchalarning 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 yakunlanadi.

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

Topic 1

PROMOTING PRINCIPLES OF EQUITY, EQUALITY, DIVERSITY AND INCLUSION IN FOREIGN LANGUAGE TEACHING

Aims:

- Raise awareness on the importance of promoting equality, equity, diversity and inclusion in language teaching classes
- Introduce strategies to support equality and inclusion in classroom
- Review understanding on equity in the classroom

Learning outcomes

By the end of the class, participants will have:

- Reviewed their knowledge and understanding of equality, diversity and inclusion in English classes
- Considered approaches to creating an all-inclusive atmosphere in the classroom
- Practised strategies to encourage over-reluctant and shy students to partake actively in lessons

Lecture

Procedure

Embracing Diversity & Inclusivity

“Diversity is not about how we differ. Diversity is about embracing one another’s uniqueness.”

— *Ola Joseph*, Author

“Our ability to reach unity in diversity will be the beauty and the test of our civilization.”

— *Mahatma Gandhi*, Indian lawyer

“We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion.”

— *Max de Pree*, American Writer

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

— *Albert Einstein, Physicist*

1.1 Embracing Diversity and Inclusivity

“Diversity is being invited to the party. Inclusion is being asked to dance”.

Verna Myers

It is helpful to think about the various phrases and their meanings even if equality, diversity, and inclusion are closely related and sometimes treated as a single idea. *Equality* is the state in which all people have the same treatment, fair treatment, and opportunities. *Equity* acknowledges that every individual has unique circumstances, which is a tiny distinction from equality. This implies that in order to fully benefit from equal opportunities, different kinds or degrees of support may be needed, according on individual need. *Diversity* is acknowledging, appreciating, and embracing the various origins, identities, and life experiences of all people. Encouraging diversity honors each person's individuality and distinction.

Inclusion When people are included, they feel like they belong, are not singled out for being different, and are encouraged to keep their individuality.

How to embrace diversity and inclusivity in language education

Renandya W. (2023) states: “I believe we should now re-think our teaching approaches and use ones that can help each and every student in our class to learn optimally according to their unique initial starting points.” (Willy Renandya, 7 Dec 2023).

Diversity and inclusivity are two big concepts that have entered the EFL world. The concepts are closely connected with an instructional method known as student-centered teaching (SCT), which puts the students themselves as the focal point of the learning environment.

SCT recognizes the fact that our learners are diverse, coming from different backgrounds: social, cultural and linguistic. It is inevitable that we should find ways to address these diversities to ensure that every single student is provided with a chance to learn according to their unique abilities, strengths and weaknesses. Educators must consider diversity not as an obstacle but as a valuable asset that can contribute greatly to learning.

However, the big question is this: *How do we go about infusing these two concepts in our daily teaching?*

Here are some ideas: The 6 Ts of Inclusive Teaching.

T1 – Teacher

Teachers should learn new skills of how to connect and communicate better with their diverse student population. More importantly, they should think about how they can offer the right kind of support to the right group of students and at the right time.

T2 – Teaching method

Teachers should use a variety of teaching methods to cater for the diverse learning needs of their students. Examples of diverse teaching methods include direct instruction, seminar, flip learning, debate, inquiry or problem-based learning, game-based learning, etc.

T3 – Teaching material

Teachers should use not one, but several teaching materials so students can choose the ones that better meet their learning needs. These materials include printed texts, video clips, web-based materials of various topics and difficulty levels. The key is to give students choice in terms of which types of materials they want to learn from.

T4 – Task

Teachers should design several task types so students can choose the ones that meet their needs (e.g., problem-solving tasks, self-directed or other-directed tasks, individual/group tasks, intra-mural and extra-mural tasks)

T5 – Test

Teachers should rethink their assessment procedures and use a wider range of test types so students can choose the best modes of demonstrating their learning.

T6 – Technology

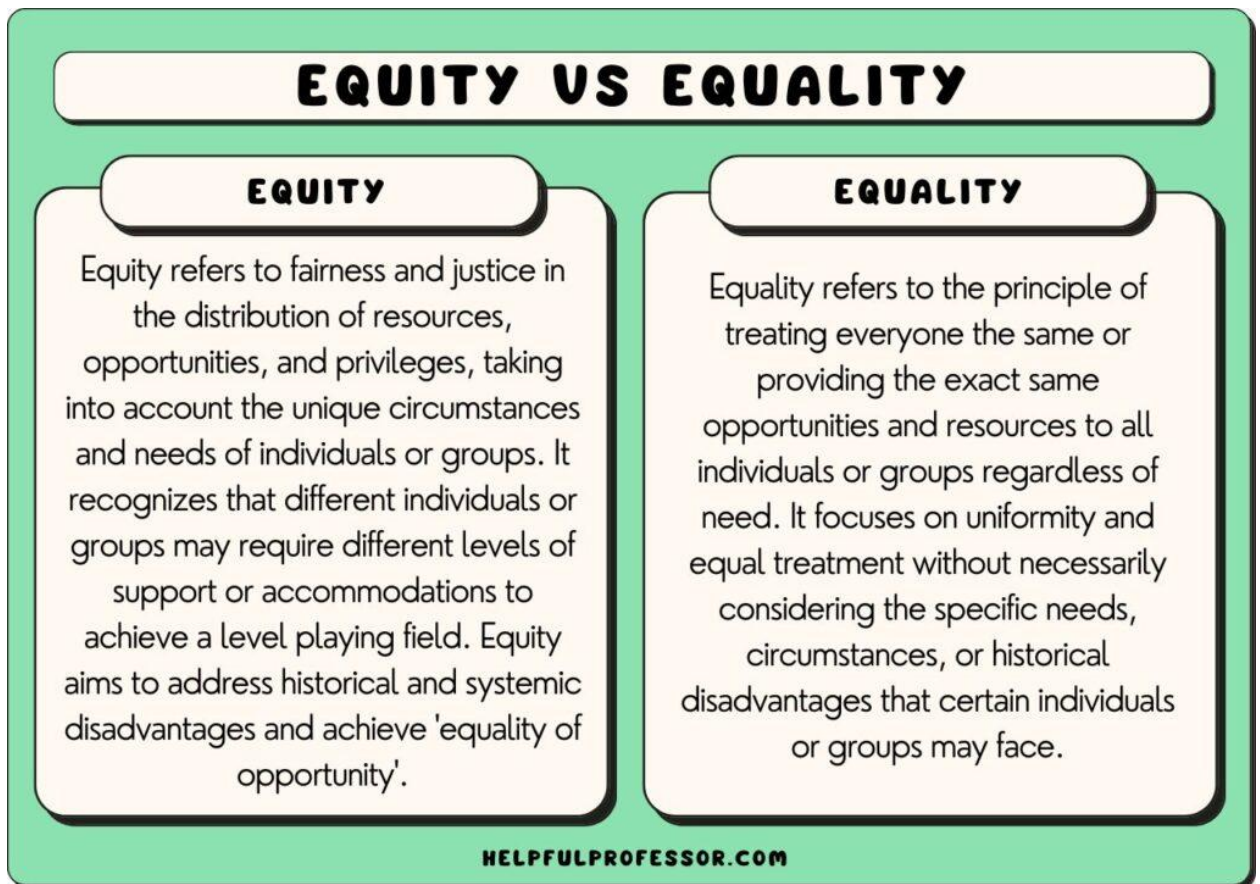
Teachers should make use of modern technology that enables students to craft their learning journey in ways that match their unique profiles. Numerous tech tools are now available that can help teachers to customize student learning. See below for apps that can provide customized instruction and feedback.

Addressing diversity and teaching for inclusivity can be challenging. This is especially because we have become so used to utilizing an instructional method that is more

teacher- rather than student-centred. We are so used to thinking that our students have the same social, cultural and linguistic backgrounds and design and deliver our lessons accordingly. This one-size-fits-all approach is no longer tenable today. (1)

1.2 Equality and Equity

Equality refers to situations where everyone is treated exactly the same, whereas equity refers to situations where people are given resources and support based upon their levels of need. (Chris Drew, 2023) (2)



Equality represents a 'blind' approach to the treatment of people in society. For example, in this model, a government might give everyone \$5000 per year for their child's education, regardless of need.

Equity represents a needs-based approach to the treatment of people in society. For example, in this model, a government might give everyone \$4000, but give an extra \$2000 to parents with children of special needs so they can buy extra resources with recognition that those special needs will incur a cost.

The core difference between the two approaches is that equality is about perfectly even distribution of support and resources, whereas equity is about ensuring everyone has an opportunity in life, recognizing that those who are disadvantaged need extra help if they are to have equal opportunity.

1. Education

In education, teachers need to take into account whether they will give the same support to every family in a ‘blind’ equity approach, or, whether they will focus on an equality approach, distributing resources by need in an educational approach known as differentiation.

In terms of equality, each student in a classroom might be given the exact same textbook to study from. In terms of equity, however, recognizing that students have different learning styles, the teacher might provide audiobooks for students who learn better through hearing, digital versions for those who read better on screens, or adapted versions for students with learning disabilities.

Equity scenario: Acknowledging diverse needs and learning styles, resources are distributed differently, with some students receiving audiobooks, digital versions, or adapted versions of textbooks.

Equality scenario: Each student in a classroom is given the same textbook, regardless of their individual learning needs or styles.

2. Environmental Justice

If a city planted the same number of trees in every neighborhood, this would be an example of environmental *equality*. But equity would take into account that some neighborhoods might be more polluted or have less access to green spaces. In this case, the city might plant more trees or create more parks in these neighborhoods, to address the imbalance and provide everyone with a healthy living environment.

Equity scenario: The city plants more trees or creates more parks in neighborhoods that are more polluted or have less access to green spaces.

Equality scenario: The city plants the same number of trees in every neighborhood, regardless of the existing level of pollution or access to green spaces.

3. Public Libraries

Public libraries can illustrate the principle of equity vs equality. Equality would mean offering the same resources and services to all patrons, irrespective of their individual needs. However, an equity approach would adapt services to meet the specific needs of different groups. For example, offering more children's books in communities with more young families, or hosting job search workshops in areas with high unemployment rates.

Equity scenario: Libraries adapt services to meet the specific needs of different groups, such as offering more children's books in areas with more young families.

Equality scenario: Libraries offer the same resources and services to all patrons, regardless of their individual needs or community context. (3)

“Diversity is a fact. Inclusion is an act.”

Zabeen Hirji, Global Advisor

Inclusion in schools is not just about providing additional support to children with special educational needs. It is about **creating a learning environment that works for all pupils**, whether they have a disability, speak English as an additional language, are a member of a minority community, come from a low-income family – or find it harder to learn and achieve for other reasons.

This creates a problem for teachers: how do you ensure inclusion for all of these children with their diverse needs and barriers to learning? With that in mind, here are some of our recommended strategies that help create an inclusive classroom for all, regardless of specific needs:

Inclusive Classroom Strategies

1. Define clear minimum standards for behaviour.
2. Enforce those standards consistently.
3. Deal with low level disruption in a sensitive way.
4. Create opportunities to listen to all children.
5. Develop a 'scaffolded' approach to learning.

6. Be aware of the specific needs of every child in your class.
7. Provide support for them in ways which benefit ALL children in your class.
8. Create a calm, purposeful learning environment.
9. Clearly display timetables and key information.
10. Use pre-assessment to inform your planning.
11. Let children choose how to show what they have learned.
12. Don't compare the progress of one child to another; personal progress is key.

1.3 Practical Ways to Make the Classroom More Equitable and Inclusive

Encouraging equity and inclusivity in the classroom guarantees that each kid has an equal chance to learn and feel included. The following seven useful suggestions can assist educational leadership in promoting inclusion and equity:

1. Start by beginning with yourself.

Examine your own prejudices and ideas first. Be open to learning from a variety of viewpoints and maintain your curiosity about people from all backgrounds and cultures.

2. Establish Explicit Guidelines

Verify that each kid is aware of the rules, which should emphasize tolerance and respect for differences.

3. Make Use of Various Resources and Instructional Approaches

Make use of educational resources and exercises that represent the variety of your pupils. Everyone learns differently, so vary your teaching strategies and offer diverse points of view.

4. Use a Dynamic Classroom Configuration

Set up the classroom to promote teamwork. This could entail moving desks to encourage collaboration and communication.

5. Give Students a Choice

Engage students in selecting the subjects and methods of instruction. Giving kids the freedom to discuss their experiences and interests increases their sense of independence and involvement.

6. Allow for Disabilities and Learning Styles

Make sure your classroom accommodates different learning preferences and impairments by:

- Delivering information in a variety of ways, such as visual, auditory, and spoken
- Reading test instructions aloud
- Providing transcripts for multimedia content
- Using a range of media, like movies and audiobooks
- Offering supplementary materials, such as illustrations and glossaries
- Ensuring technology is accessible (e.g., adjustable screen brightness, and enlarged text)

Giving every student an equal chance to learn and develop is the foundation of equity and inclusion in education. Making ensuring each student feels appreciated and encouraged by their instructors and peers is also important. Essentially, you're establishing an educational setting in which everyone can succeed.

Recognizing the Value of Inclusion and Equity in Education

The demand for equity and inclusion in the educational system is expanding as classroom diversity increases due to global issues like rising inequality, digital revolution, and refugee crises. Closing the inequalities in academic opportunities that affect learning for students of diverse ethnicities, socioeconomic backgrounds, disability categories, and English-learner statuses is a top priority for 65% of school administrators, according to a poll conducted by the EdWeek Research Center.

Equity in Education

Fundamentally, educational fairness entails providing every student with equal access to excellent educational opportunities. Regardless of a student's circumstances, experience, or skill level, the goal is to eliminate obstacles and establish an even playing field. Every student has different needs, and fair education acknowledges this and seeks to meet those needs as best it can.

Education and Inclusion

Contrarily, inclusion focuses on fostering an atmosphere in which diversity is not only

acknowledged but also celebrated. It entails accepting everyone for who they are, regardless of their talents, learning preferences, language, or culture. These variances enhance learning and equip children to achieve better educational achievements and prosper in a varied world, as inclusive education recognizes.

Why These Principles Matter

What makes inclusion and equity so important in a high-quality educational system, then? The explanation is straightforward: they significantly affect people and society. Students are more likely to succeed, pursue higher education, and contribute positively to their communities when they have equitable educational opportunities.

Every student, regardless of background, will feel appreciated and achieve academic success if they receive an equitable education. It promotes a feeling of community and helps bridge the achievement gap.

Key steps for building equity and inclusion in education

Stakeholders and educators must act carefully in order to reduce the equity gap and establish a just and inclusive learning environment. The following eight essential actions will improve equity and guarantee that each student feels appreciated:

1. Recognize and comprehend diversity

Examine your pupils' varied histories, cultures, and requirements in great detail.

Acknowledging this variability enables customized methods that complement each learner's distinct experiences and viewpoints.

2. Establish a Framework for Inclusive Policies

Create a framework of policies that incorporates equity and inclusivity into the educational process at all levels. To guarantee that every student's requirements are satisfied, governments should examine the way education is run, financed, and supervised.

3. Create Equitable Funding Strategies

Put into action financial initiatives that prioritize inclusivity and equity. This entails striking a balance between targeted and regular funding in order to prevent problems like inefficiencies, disarray, and duplicating initiatives.

4. Prepare Teachers to Teach Inclusively

Make that equity and inclusion are emphasized in teacher preparation programs and professional development. This supports teachers in embracing diversity and fostering positive learning environments in the classroom.

5. Involve All Interested Parties in Inclusive Education

Encourage inclusive policies and fair access by involving educators, parents, students, and advocacy organizations. Cooperation enhances everyone's learning environment and fosters understanding.

6. Customize Assistance to Meet the Needs of Each Student

To address each student's particular needs, offer individualized support. To improve their educational results, this could entail access to psychosocial therapies and customized lesson plans.

7. Guarantee Fair Access to Resources

Ensure that every student has access to the tools they need, such as technology, educational materials, and extracurricular activities. This guarantees that no kid is left behind and helps level the playing field.

8. Provide Flexibility in Education

Ensure that educational systems are adaptable and sensitive to the demands of each individual. This may entail providing: a range of class options; inclusive curricula; diverse teaching methods, like one-on-one or small-group instruction.

9. Find Help

- Seek out materials intended to support the development of a more inclusive and equitable classroom. Discover how to enhance your teaching methods by using these resources.

- You can help guarantee that every student has an equal opportunity to learn and feel a part of your classroom community by putting these techniques into practice.

- Assessing and Appraising Your School's Equity Initiatives

The effectiveness of the equity efforts implemented by your school district can be assessed and measured by:

- Clearly defining objectives and standards: Set clear goals and standards to evaluate the effectiveness of your equity initiatives.
- Data collection and analysis: To obtain a comprehensive understanding of the effectiveness of your activities, collect data on student performance and experiences on a regular basis.
- Changing tactics as necessary: Make sure your tactics are in line with your objectives by using the insights from your data to improve and adjust them. Honoring accomplishments: To maintain the momentum and inspire further advancement, acknowledge and celebrate accomplishments.

A Collaborative Path Toward Equity and Inclusion

It is crucial to achieve equity and inclusivity in education, particularly in the varied classrooms of today. Schools must provide educational leadership with the necessary tools and training so they can adopt these important ideas.

Self-evaluation and the adoption of tactics that value diversity are the first steps.

Teachers play a crucial role in this endeavor, and schools can use effective resources to establish a more inclusive and equitable learning environment.

Consider automating chores and simplifying procedures to free up teachers' time to concentrate on instruction if you're searching for fresh approaches to improve the educational experience for students. Education Advanced provides a number of helpful resources, such as:

How to promote equity and inclusion in the language classroom

Establishing an inclusive classroom is crucial to fostering a happy and encouraging learning environment, regardless of the age group you teach. Students are more likely to participate and pay attention in class when they feel respected and comfortable.

Why create a more inclusive classroom?

Regardless of age, gender, religion, ethnicity, or origin, an inclusive classroom fosters relationships with kids and offers a secure environment where everyone is accepted. It demonstrates to pupils that they are respected people who make significant contributions to the classroom and teachings. This support can increase their self-esteem, demonstrate the value of their efforts, and create a classroom atmosphere that reflects society at large.

1. Question conventional wisdom

Think about bringing up subjects that defy convention, like various family configurations, financial circumstances, and religious convictions. If you teach in a setting where all of your students have commonalities, such ethnicity, opinions, or background, this can be very crucial. By doing this, you can make sure that children are emotionally and culturally aware as well as conscious of the global society.

To dispel myths and instill respect for diversity, use role models, such as well-known personalities or videos of actual people. Students gain an appreciation and understanding of diverse viewpoints as a result.

Be mindful of the resources you're using and add to them as needed to guarantee a variety of viewpoints. Use real materials from a range of sources if your coursebook doesn't feel very representative, and develop discussion topics centered on the inclusiveness and diversity these materials demonstrate.

2. Promote open discussion

Provide a question of the day or question of the week so that students can discuss and express their thoughts. Through this exercise, students can contrast their own circumstances with those of individuals from various backgrounds. Talk about what it could be like to have parents of the same sex or a disability, for instance. These conversations can help pupils develop empathy and widen their perspectives.

3. Emphasize unique abilities and distinctions

Acknowledge and honor each student's distinct abilities and traits. Encourage your pupils to compliment one another on their abilities, both in the classroom and in soft skills like communication, teamwork, and leadership.

Encourage kids to celebrate diversity and share their experiences in multicultural classrooms so that they can grow as individuals and as learners.

Students who share resources, promote happiness, show empathy, and make others feel included should be recognized. Emphasizing these attributes enables students to recognize and value the variety of contributions made by their peers.

4. Instruct students in inclusive language

Instruct pupils on inclusive language that they can utilize in the real world outside of the classroom. In this manner, individuals are able to employ the appropriate language for particular circumstances.

The following websites provide additional information about inclusive language:

- Infirmities
- Race, ethnicity, gender, and sexual orientation

Encouraging equity and inclusion in the classroom is essential to fostering a friendly and stimulating learning environment and giving kids a sense of respect and worth. In addition to reflecting the reality we live in. It ensures that students are able to communicate and empathize outside of the classroom.

Inclusive Classroom Strategies

Define clear minimum standards for behaviour.

13. Enforce those standards consistently.
14. Deal with low level disruption in a sensitive way.
15. Create opportunities to listen to all children.
16. Develop a 'scaffolded' approach to learning.
17. Be aware of the specific needs of every child in your class.
18. Provide support for them in ways which benefit ALL children in your class.
19. Create a calm, purposeful learning environment.
20. Clearly display timetables and key information.
21. Use pre-assessment to inform your planning.
22. Let children choose how to show what they have learned.
23. Don't compare the progress of one child to another; personal progress is key.

Video

<https://youtu.be/ht4Zou74WqQ?si=qhztIT8Spg76TZRM>

Topic

MIXED-LEVEL TEACHING AND DIFFERENTIATION INSTRUCTION IN FOREIGN LANGUAGE TEACHING

Aims:

- Raise awareness of different types of learners in mixed-ability class
- Address challenges of mixed ability class teaching for inclusive teaching practice
- Raise understanding of the role of peer interaction and diverse perspectives
- Raise understanding of fostering a sense of community and collaboration
- Introduce strategies to address challenges of teaching mixed-ability class

Learning outcomes

By the end of the class, participants will have:

- Reviewed their knowledge and understanding of teaching mixed-ability classes
- Considered approaches and strategies to creating an all-inclusive atmosphere in

the mixed-ability classroom

- Practised strategies to encourage peer interaction, ways of fostering a sense of community and collaboration



Look at the picture. They are all eggs, but just look at the variety. And it is the same in any class.

Differentiation can be defined as:

“...identifying and addressing the different needs, interests and abilities of all learners to give them the best possible chance of achieving their learning goals.”

(Standards Unit, *Improving differentiation in business education*, DfES 2004)¹

Teaching Mixed-Level Classes

Definition and Characteristics of Mixed-Level Classes

Students in mixed-level classrooms, sometimes referred to as heterogeneous classes, have different levels of language competence, cognitive capacities, learning styles, and educational backgrounds. Students of all ages and skill levels must be taught together in these classes, which are typical in many EFL programs, especially in areas with limited educational resources.

The presence of a wide range of learners is what distinguishes a mixed-level class. There are various ways in which this diversity can appear. While some students may be more advanced and able to participate in sophisticated discussions and writing assignments, others may be beginners with minimal English proficiency. Students may also differ in their motivation and self-confidence in their language skills, as well as in their visual, auditory, and kinesthetic learning modalities.

Common Challenges Faced by Teachers

Teaching mixed-level EFL classes requires careful consideration and innovative strategies presents a unique set of challenges that. Some of the most common challenges include:

- Meeting each student's needs through instruction is one of the main problems. In order to keep advanced students challenged and provide novices the help they need to succeed, teachers must create classes that accommodate a wide range of competency levels.
- Managing a classroom full of children at varying skill levels might result in behavioral problems. While beginning students who struggle may feel discouraged and disinterested, advanced students who complete assignments rapidly may become bored

¹ <https://eflcafe.net/creating-effective-efl-esl-lesson-plans-for-mixed-level-classes/>

and disruptive. Proficiency in classroom management is necessary to maintain a harmonious and effective learning environment.

- It might be challenging to evaluate pupils in mixed-level classes. Conventional evaluations might not fairly represent every student's development. To properly assess each student's learning, teachers must use a range of assessment techniques, including formative assessments.

- It takes time to prepare resources that are appropriate for varying skill levels. Resources must be made or altered by teachers to make sure all students can access and use them. This frequently entails locating or producing unique tasks and resources.

- Another major obstacle is maintaining the motivation and engagement of every learner. In order to make learning engaging and relevant, teachers must figure out how to connect with each individual student. In mixed-level classes with a wide range of skills and interests, this can be especially challenging.

Benefits of Mixed-Level Classes

Despite the challenges, mixed-level classes offer several benefits that can enhance the learning experience for both students and teachers. These benefits include:

Peer cooperation and Learning:

Mixed-level classes offer chances for peer cooperation and learning. Beginners can get help from more experienced students, creating a positive learning atmosphere. As advanced students clarify topics and provide support, this contact not only helps novices develop their skills but also reinforces their knowledge (Vygotsky, 1978).

Social Skills Development:

Students who work in a mixed-level setting are better able to acquire critical social skills including cooperation, empathy, and patience. Pupils gain an appreciation and respect for the many origins and skills of their peers, which helps them grow personally overall.

Exposure to Diverse Viewpoints:

Students in mixed-level classes are exposed to a variety of viewpoints and concepts. Diversity can enhance class discussions and activities, resulting in more dynamic and interesting learning. Students' knowledge and admiration of various cultures and origins

are expanded when they are able to benefit from one another's experiences and perspectives

Improved Teacher Skills:

A teacher's professional skills can be improved by instructing mixed-level classrooms. It calls for imagination, adaptability, and a thorough comprehension of classroom management and diversified instruction. More professional development and happiness can result from effectively leading a mixed-level class.

Real-World Preparation:

Students who take mixed-level classes are better prepared for real-world scenarios where they will interact and collaborate with people of different backgrounds and skill levels. Students can improve their communication and adaptability skills, which are essential for their future academic and professional life, by learning to deal with these variances in the classroom.

Mixed-level classes present many difficulties, but they also have many advantages that can improve learning for both teachers and students. Developing successful teaching tactics that meet the various requirements of students requires an understanding of the dynamics and features of mixed-level classes. The concepts of effective lesson planning, techniques for creating and carrying out lesson plans, and approaches for assessing and considering the efficacy of lessons in mixed-level courses will all be covered in detail in the parts that follow.

Key Principles for Effective Lesson Planning

Differentiated Instruction

Adapting educational experiences to the various requirements of pupils in a mixed-level class is known as differentiated instruction. This method acknowledges the diversity of kids' backgrounds, learning profiles, interests, and readiness levels. Understanding and putting differentiated instruction into practice is the first step in creating effective lesson plans for mixed-level classes.

Customizing the Product, Process, and Content

The content (what students learn), the process (how students learn), and the product (how students exhibit their learning) can all be impacted by differentiated education. For example, teachers can assign more difficult readings for pupils at a higher level and

easier books for those at a lower level. While beginning students practice fundamental abilities, more experienced students may work on challenging problem-solving exercises. The outcomes of learning, such as projects or presentations, can also vary to reflect each student's level of proficiency and understanding.

Flexible grouping

One important tactic in differentiated training is flexible grouping. For many activities, students can be divided into groups according to their aptitude, interests, or preferred methods of learning. To guarantee that every student has the chance to collaborate with peers of varying skill levels and get knowledge from one another, these groupings ought to be flexible and adaptable. Heterogeneous groups for peer support and collaboration, or homogenous groups for focused instruction, are examples of grouping tactics.

Continuous Evaluation and Modification

Continuous assessment is essential to understanding students' needs and progress in order to implement individualized education effectively. Quizzes, observations, and unofficial understanding checks are examples of formative assessments that assist teachers in gathering information so they can modify their lessons. This guarantees that every student is suitably challenged and given the assistance they require to achieve.

Implementing the Lesson Plan

Classroom Management Strategies

Effective classroom management is crucial when implementing lesson plans in mixed-level classes. It ensures a conducive learning environment where all students can engage and succeed.

Setting Clear Expectations

It's critical to provide clear guidelines and expectations right away. This covers standards for conduct, involvement, and decency between pupils with different skill levels. An organized environment where students are aware of their responsibilities is facilitated by having clear expectations.

Establishing a Positive Learning Environment

It's critical to cultivate a welcoming and upbeat classroom environment. This entails valuing and appreciating diversity, encouraging respect for one another, and

making sure that every kid feels encouraged and supported. A supportive classroom community can be created by promoting constructive student interactions and teamwork.

Using Seating Arrangements Wisely

Wise seating arrangements can improve classroom interaction and management. Learning can be improved by assigning students to groups that encourage peer support, such as matching more capable students with those who require more assistance. Occasionally switching up the seating can also help to foster inclusivity and avoid cliques.

Establishing Routines and processes

Regular routines and processes facilitate the efficient management of mixed-level classes. This covers protocols for handling interruptions, allocating resources, and switching between tasks. Routines assist keep the lesson flowing smoothly and reduce confusion.

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Clearly Defined Goals

Clearly defined and achievable learning objectives are the cornerstone of any successful lesson plan, especially in mixed-level classes. By giving both the teacher and the students a road map, these objectives make sure that everyone is aware of the lesson's aims and what is expected of them at the conclusion.

It is essential to set SMART goals. For example, "students will be able to discuss their weekend activities using past tense verbs with 80% accuracy by the end of the lesson" is an example of a SMART target rather than a generic one like "improve speaking skills". This clarity facilitates the creation of activities that support the objectives of the lesson and the efficient evaluation of students' progress.

Differentiating Objectives

Differentiating objectives is crucial in mixed-level classes in order to accommodate diverse skill levels. Beginners could try to utilize basic past tense verbs in sentences, for instance, while more experienced students might concentrate on recounting historical

events using accurate verb forms and thorough descriptions. Teachers can make sure that every student is working toward difficult goals by establishing tiered targets.

It is essential to explain these goals to the pupils at the start of the class. Visual aids, spoken explanations, or written objectives on the board can all be used to accomplish this. Students are better able to concentrate and recognize the significance of the tasks they are performing when they are aware of the lesson's objectives.

Importance of Addressing Mixed-Level Classes

In addition to being essential for students' academic achievement, addressing the difficulties presented by mixed-level classes is also essential for their general growth and welfare. Mixed-level classes can offer a rich learning environment where students can gain from peer interactions and a variety of viewpoints if they are administered well. This setting can promote teamwork and a sense of community, both of which are crucial for language learning.

Differentiated instruction, a key strategy in handling mixed-level classes, ensures that each student's unique needs are met. This approach involves tailoring teaching methods, materials, and assessments to cater to various learning styles and levels of proficiency. By doing so, teachers can help all students achieve their full potential, thereby promoting equity in education.

Additionally, mixed-level classrooms help students get ready for situations in the real world when they will have to engage with people from different backgrounds and skill levels. One important skill that may be used outside of the classroom is learning how to collaborate with classmates who have varying skill levels. It pushes pupils to develop their communication skills, empathy, and flexibility. Teacher growth is also aided by well-designed lessons for mixed-level classes. It encourages a greater comprehension of inclusive teaching methods and pushes teachers to develop their pedagogical abilities. This development improves the teacher's overall professional competence in addition to helping the current classroom.

Flexibility and Adaptation During Lessons

Flexibility and the ability to adapt lessons are crucial skills for teachers in mixed-level classes.

Even though teaching mixed-level classrooms has many difficulties, overcoming these difficulties is crucial to establishing a welcoming and productive learning environment. Teachers can transform these difficulties into chances to improve every student's educational experience by acknowledging the value of diversified instruction and flexible lesson design. In order to help teachers navigate this challenging educational environment, this article will examine methods and ideas for developing lesson plans that are effective and catered to the various needs of mixed-level classes.

Responsive teaching

Responsive teaching requires teachers to be aware of the dynamics of the classroom and prepared to modify their lesson plans in response to input and requirements from the students. This could entail adjusting the lesson's tempo, offering more clarifications, or changing the emphasis to answer new issues and queries.

Material Adaptation

Occasionally, resources that appeared appropriate during preparation may require modification during the lecture. To better accommodate their students' varied skill levels, teachers should be ready to adapt texts, assignments, or instructions. These modifications can be facilitated by having a variety of supplemental materials available.

Including Student Interests

Another aspect of flexibility is incorporating the experiences and interests of the students into the instruction. Students may find studying more interesting and relevant as a result. Giving pupils the opportunity to express their ideas and passions can give them important background information and inspiration.

Effective Time Management

When modifying lessons, time management is essential. In addition to covering all of the scheduled exercises, teachers must make sure that students have enough time for practice and explanations. Students' different requirements can be accommodated by having flexible time allocations.

Evaluating and Reflecting on Lesson Effectiveness

Collecting Feedback from Students

One of the most valuable sources of information for evaluating the effectiveness of a lesson plan is the students themselves. Collecting feedback from students can provide insights into what worked well and what areas need improvement.

Surveys and Questionnaires

Students can offer structured feedback by completing surveys and questionnaires at the conclusion of a class or unit. Questions can address a number of topics related to the lesson, such as the objectives' clarity, the activities' level of difficulty, and the class's general level of participation and enjoyment. Feedback from anonymous comments is frequently more candid and helpful.

Informal Feedback

It can also be helpful to promote informal feedback through suggestion boxes or class discussions. In addition to covering topics that conventional surveys could overlook, this kind of response might be more impromptu. Teachers can pose open-ended questions such as "How could this lesson be improved?" or "What part of the lesson did you find most challenging?".

Exit Tickets

After a class, exit tickets are a rapid and efficient way to get feedback. Students respond to prompts like "What did you learn today?" by writing down their ideas. OR "Are you still unsure about anything? This approach offers instant insights into the comprehension and involvement of students.

Monitoring and Assessing Student Progress

Monitoring and assessing student progress in mixed-level classes is essential to ensure that all students are learning and developing at their appropriate pace.

Formative Assessments

Teachers can assess students' understanding and give timely feedback through ongoing formative evaluations. Methods like exit tickets, quizzes, and casual observations can be used to track progress and pinpoint areas that require further assistance.

Differentiated Assessments

Assessments should be customized to fit the various requirements of pupils, just as instruction is. This can involve changing the level of difficulty of the questions or giving

students multiple opportunities to show what they have learned, like through creative projects, written reports, or oral presentations.

Using Rubrics and Checklists

Clear standards for evaluating student work are provided via checklists and rubrics. Students can comprehend how their performance is assessed thanks to these tools, which help guarantee uniformity and transparency in grading. Within the same class, rubrics might be modified to accommodate varying levels of proficiency.

Peer and Self-Assessment

Students' introspection and independence can be enhanced by fostering peer and self-evaluation. Students gain a better understanding of their areas of strength and growth thanks to these exams. In mixed-level classes, peer input can be especially beneficial because students can benefit from each other's viewpoints and thoughts.

Teacher Journals

Keeping a reflective journal allows teachers to document their thoughts and observations after each lesson. Reflecting on what worked, what didn't, and why can help identify patterns and areas for improvement. This ongoing process fosters continuous development and adaptation of teaching practices.

Self-Assessment Checklists

Teachers can examine their own performance in a methodical manner by using self-assessment checklists. Criteria including instructional objectives met, classroom management effectiveness, and instruction clarity may be included in checklists. Using these tools on a regular basis can help identify areas that require attention and highlight positives.

Peer Observations

Peer observations entail asking coworkers to watch a lesson and offer helpful criticism. This outside viewpoint can provide fresh ideas and insights that the instructor may not have thought of. Teachers can help one another's professional development in a collaborative setting that is fostered by peer review.

III. AMALIY MASHG'ULOTLAR

PRACTICAL LESSON 1: Promoting equality, diversity and inclusion

Practical lesson

Aims:

- Raise awareness on the importance of promoting equality, diversity and inclusion in language teaching classes
- Introduce strategies to support equality and inclusion in classroom
- Review understanding on equity in the classroom

Learning outcomes

By the end of the class, participants will have:

- Reviewed their knowledge and understanding of equality, diversity and inclusion in English classes
- Considered approaches to creating an all-inclusive atmosphere in the classroom
- Practised strategies to encourage over-reluctant and shy students to partake actively in lessons

1. Lead-in: Individual and group work. (10 min)

Participants consider how to address a pressing equality, diversity and inclusion (EDI) issue in their own classroom

Ask the participants to plan how they can address one aspect of equality, diversity and inclusion and ask them to identify a characteristic existing in your classroom which prevents you from including all children equally.

2. Watch. Invite the participants to watch the two lesson video clips. (15 min)

Participants consider the barriers to EDI in classes and how teachers could support students more effectively.

While viewing the task, set the following questions:

What EDI issues might exist in these classes?

1. Do you think all children are included equally? In what ways/why not?
2. How might a child with no father or two mothers feel in the Bangladesh classroom? How might a child who is not from Malawi or who has no religious affiliation feel in the Malawian classroom?
3. What do you think might hinder teachers from introducing EDI principles in class?

3. Read, reflect and discuss: Group work (25 min)

This plenary activity provides the participants with the opportunity to hear a range of solutions and approaches from the class.

The following four scenarios ask participants to consider how they would address other inclusion issues in class. All come from teachers' own experiences.

Attach each scenario to a different wall in the class. If you have a large class, make multiple copies of the scenarios so that participants can access them easily. (You can also translate into a local language if you wish: the focus here is on discussing issues and finding solutions.)

Divide the participants into groups according to the number of scenarios you have copied. Ask each group to go to each scenario, read the description and then answer the questions in a group. Give the groups five minutes to read and discuss each scenario before moving to the next and repeating the activity.

Scenario 1

Ms Sarah is a novice teacher who started her career as an English teacher a year ago and has already bumped into some problems, involving all of the students in class being the most challenging of all. She feels lost and confused about how to engage extremely shy and reluctant students (boys and girls) in activities.

- Do you have reluctant or shy students in your teaching groups?
- What would you do in Ms Sarah's situation?
- What advice would you give to Ms Sarah?

Scenario 2

Mr. Jakob teaches a class of 35 children. Two of the children have autism and find lessons hard to follow. The children sit in the front row in class but never ask questions, self-nominate or join in. Mr. Jakob has decided to ignore the children because the English lesson is too difficult for them.

- Do you have children with autism or other learning difficulties in your class?
- What would you do in Mr. Jakob's position to engage the students and to make sure they feel included?
- What are the advantages of including children with disabilities in regular classes? What are the disadvantages?

Scenario 3

Ms. Sarafina teaches a lively class of fifty children. Although they are lively, they are well-behaved and eager to take part. However, one child is not able to sit down and concentrate on the class. The child is constantly standing up, wandering around the classroom and distracting other children. When Ms. Sarafina asks the child to sit down, they do. However, within minutes the child is up again.

- Do you have children like this in your class?
- What advice would you give Ms. Sarafina to ensure the child feels valued and included?
- The child might have a disability called ADHD (Attention Deficit Hyperactivity Disorder). What do you know about this disability and others such as dyslexia, dyspraxia and autism?

Scenario 4

Mr. Lopez teaches a class of 45 children. The classroom is very small and the conditions are cramped. In the class, one child has very poor eyesight and is classified as blind. Another is in a wheelchair.

- Do you have children with physical disabilities in your class? If so, what kind of disabilities?
- What advice would you give to Mr. Lopez about how he can these children in class, so that they feel they belong?
- What are your views on including children with physical disabilities in mainstream classes?

Consolidation and feedback:

- Ask participants to sit and then elicit responses to the questions on the scenarios. Focus on the ‘what would you do’ and ‘what advice would you give’ questions.

4. Match the strategies with their definitions.

Top five ways of supporting equity in language teaching class

Nº	Strategy	Activity example
1	Scaffolding	a) This strategy integrates diverse perspectives and experiences, offering students a broader understanding of the world. It helps to validate students' identities and fosters respect and appreciation for different cultures.

2 .	Culturally Responsive Teaching	b) Before presenting a text and main reading activity, teacher may help learners to preview the text, discuss key vocabulary, or chunk the text and then read and discuss. Students who have sight problems might be given a text with larger font. Children with dyslexia might be given the text on different coloured paper.
3 .	Community Engagement and Partnerships	c) It involves tailoring lessons to meet the varied needs of students. By adjusting content, process, and products based on students' abilities and interests, educators can ensure that all learners are challenged and supported in their educational journey.
4 .	Inclusive curriculum	d) Building strong relationships with families and local communities enriches the school environment. By involving parents and community members in school events and decision-making, educators can create a more inclusive atmosphere that reflects and respects the diversity of the student body.
5 .	Differentiated instruction	e) This method emphasizes the importance of incorporating students' cultural backgrounds into the learning process. By recognizing and valuing diverse cultural perspectives, teachers create a more inclusive classroom environment that enhances engagement and understanding.

5. Practise: Ask participants to design an activity based on one of the strategies they have introduced in Task 4. Remind the participants that the activity should ensure equity in class. Then ask some participants to present their ideas to the class.

Helps participants to put into practice one of the strategies to support equity.

NB: The lesson is developed within the project English as a School Subject
<https://ess.stir.ac.uk/>

Video clips for Activity 2.



Bangladesh CLIP
 5_from start to 2.00r



15_Malawi_EM_Engaging_Motivating_learners_Unit_2_converted_0_00.mp4

Activity 5

Answer key

1b 2c 3a 4e 5d

Top five ways of supporting equity in language teaching class

No	Strategy	Activity example
1.	Scaffolding	Before presenting a text and main reading activity, teacher may help learners to preview the text, discuss key vocabulary, or chunk the text and then read and discuss. Students who have sight problems might be given a text with larger font. Children with dyslexia might be given the text on different coloured paper.
2.	Culturally Responsive Teaching	It involves tailoring lessons to meet the varied needs of students. By adjusting content, process, and products based on students' abilities and interests, educators can ensure that all learners are challenged and supported in their educational journey.
3.	Community Engagement and Partnerships	This strategy integrates diverse perspectives and experiences, offering students a broader understanding of the world. It helps to validate students' identities and fosters respect and appreciation for different cultures.
4.	Inclusive curriculum	This method emphasizes the importance of incorporating students' cultural backgrounds into the learning process. By recognizing and valuing diverse cultural perspectives, teachers create a more inclusive classroom

		environment that enhances engagement and understanding.
5.	Differentiated instruction	Building strong relationships with families and local communities enriches the school environment. By involving parents and community members in school events and decision-making, educators can create a more inclusive atmosphere that reflects and respects the diversity of the student body.

Reference

1. https://willyrenandya.com/embracing-diversity-inclusivity/#google_vignette
2. <https://helpfulprofessor.com/equity-vs-equality-examples/>

<https://planbee.com/blogs/news/how-to-create-an-inclusive-classroom-12-tips-for-teachers>

Important Considerations for Facilitators and Manual Users

This manual framework offers a robust set of activities designed to move participants from awareness to action, fostering a more equitable, equal, diverse, and inclusive environment.

Psychological Safety First: Always prioritize creating a safe space for open dialogue. Set ground rules (e.g., "Assume positive intent," "Respect differing opinions," "What's said here stays here").

- ✓ Anonymity and confidentiality: For sensitive topics like bias or privilege, ensure opportunities for anonymous reflection or sharing in trusted small groups.
- ✓ Diverse facilitation: If possible, have facilitators who represent diverse backgrounds.
- ✓ Adaptive and flexible: These are templates. Adjust activities, timeframes, and examples to fit your specific organizational context and audience.
- ✓ Intersectionality: Remind participants throughout that identities intersect, and experiences of EEDI are rarely one-dimensional.

- ✓ **Beyond Training:** Emphasize that these activities are a ‘starting point’. True EEDI development requires systemic change and ongoing commitment.
- ✓ **Follow-up:** Plan for follow-up sessions, check-ins, and resource sharing to reinforce learning and sustain momentum.
- ✓ **Data-driven:** Encourage the use of data (surveys, audits) to inform actions and measure impact.

The manual contains practical tools and exercises for individuals and teams to understand, integrate, and master Equity, Equality, Diversity, and Inclusion in their daily interactions and organizational practices.

I. Foundations and Self-Awareness, Understanding Starting Points

Objective: to introduce core EEDI concepts and foster individual self-reflection on bias, privilege, and identity

Activity 1 Defining EEDI (Group Discussion & Shared Understanding)

Time: 30-45 minutes

Materials: Whiteboard/flipchart, markers, sticky notes

1. **Individual Reflection (5 min):** On a sticky note, write your personal definition of "Diversity," "Inclusion," "Equity," and "Equality."
2. **Small Group Discussion (15 min):** Share your definitions within a small group (3-4 people). Discuss similarities, differences, and what these terms mean in the context of your organization/team.
3. **Large Group Share & Synthesis (15-20 min):** Each small group shares their key takeaways. Facilitator compiles common themes and introduces/reinforces agreed-upon organizational definitions.

Debrief Questions:

- ✓ What surprised you about others' definitions?
- ✓ Where did we find the most alignment/disagreement?
- ✓ Why is having a shared understanding of these terms important?
- ✓ How might misunderstanding these terms impact our work?

Activity 2 Exploring Unconscious Bias (Personal Reflection & Scenario Analysis)

Time: 45-60 minutes

Materials: Pens, paper/worksheet, case study scenarios (provided)

1. Introduction to Unconscious Bias (10 min): Briefly explain what unconscious bias is (e.g., confirmation bias, affinity bias, halo/horn effect) and its impact. (Optional: Recommend taking an Implicit Association Test (IAT) as pre-work, with a clear disclaimer.)

2. Bias Scenario Analysis (20 min): Present 2-3 short scenarios depicting common workplace situations (e.g., hiring, project assignment, feedback). Individuals read the scenarios and reflect on questions:

- ✓ What biases might be at play here?
- ✓ How might these biases influence decision-making?
- ✓ What could be the outcome for the individuals involved?

3. Small Group Discussion (15 min): Discuss reflections and share potential solutions or alternative approaches to mitigate bias in each scenario.

Debrief Questions:

- ✓ Which biases resonated most with your own experiences (observing or experiencing)?
- ✓ How can we train ourselves to pause and check for bias in real-time?
- ✓ What's one personal commitment you can make to mitigate bias this week?

Activity 3 Understanding Privilege and Intersectionality (Self-Mapping & Dialogue)

Time: 60-75 minutes

Materials: "Identity Wheel" worksheet (a circle divided into sections like race, gender, socio-economic status, ability, sexual orientation, religion, education, etc.), pens

1. Introduction (10 min): Explain privilege (unearned advantages) and intersectionality (how various identities combine to create unique experiences of discrimination or advantage). Emphasize that this is not about guilt, but awareness.

2. Identity Wheel (20 min): Participants fill out their "Identity Wheel," noting which aspects of their identity might confer privilege or challenge in different contexts (e.g., "White" might be external, "introvert" internal).

3. Reflection Questions (15 min): Individuals answer questions privately:

- ✓ Which aspects of your identity are most salient to you in the workplace?
- ✓ When have you been aware of your privilege (or lack thereof)?
- ✓ How might your intersecting identities shape your perspective and experiences?

1. Optional: Paired Sharing (15-20 min): In pairs, participants share one insight from their reflection (not the entire wheel, to maintain psychological safety). Stress listening over debating.

Debrief Questions:

- ✓ What did you learn about your own identity landscape?
- ✓ How might recognizing privilege help us create more equitable systems?

- ✓ Why is it important to consider intersectionality when designing EEDI initiatives?
- ✓ What's one action you can take to better understand experiences different from your own?

II. Inclusive Communication and Interaction (Building Bridges)

Objective: To equip individuals with practical skills for inclusive communication, recognizing microaggressions, and practicing allyship

Activity 1: Inclusive Language Audit

Time: 45 minutes

Materials: Whiteboard/flipchart, markers, example documents (job descriptions, internal memos, website snippets), "Inclusive Language Guide" (provided as an appendix).

1. Introduction (10 min): Discuss the impact of language on inclusion, giving examples of gendered terms, ableist language, or euphemisms that can exclude. Introduce the provided "Inclusive Language Guide."
2. Document Audit (20 min): In small groups (3-4 people), provide each group with a different example document. Their task is to:
 - ✓ Identify any potentially non-inclusive language.
 - ✓ Rewrite phrases to be more inclusive, referring to the guide.
 - ✓ Discuss why certain phrases might be problematic.
3. Group Share and Best Practices (15 min): Each group shares their findings and revised phrases. Facilitator highlights common issues and reinforces best practices.

Debrief Questions:

- ✓ What was challenging about identifying non-inclusive language?

- ✓ What's one common phrase you'll commit to changing in your own communication?
- ✓ How can we encourage inclusive language adoption across the organization?

Activity 2 Responding to Microaggressions (Scenario Role-Play)

Time: 60 minutes

Materials: Microaggression scenario cards (e.g., "You're so articulate for someone from Turakurgan", "I don't see color," "Can you help me with this, you're good with tech, right?"), small prompt cards for responses (e.g., "Ask clarifying questions," "State your feelings," "Educate," "Disengage").

1. Introduction (15 min): Define microaggressions and their cumulative impact. Discuss different strategies for responding (e.g., "Ouch! That hurts," "Can you explain what you meant by that?", "I don't think that's appropriate."). Emphasize that the "best" response depends on the situation and individual.
2. Role-Play (30 min): In groups of three (Person A: Deliverer of microaggression, Person B: Recipient, Person C: Bystander/Observer).
 - ✓ Person B draws a scenario card and a response strategy card.
 - ✓ Persons A and B role-play the interaction.
 - ✓ Person C observes, taking notes on the interaction and the chosen strategy's effectiveness.
 - ✓ Rotate roles after each scenario.
2. Group Reflection (15 min): Discuss what felt effective, what was challenging, and different ways to approach similar situations.

Debrief Questions:

- ✓ What was challenging about being the recipient? The deliverer? The bystander?
- ✓ What did you learn about different response strategies?
- ✓ How can we create a culture where people feel safe to address microaggressions?
- ✓ What is the role of the bystander in addressing microaggressions?

Activity 3 Practicing Allyship (Commitment & Action Planning)

Time: 45-60 minutes

Materials: "Allyship Action Plan" worksheet, flipchart/whiteboard

1. Introduction (15 min): Define allyship as active, consistent, and arduous practice of using one's position and privilege to support and advocate for marginalized groups.

Discuss different forms of allyship (e.g., amplification, advocacy, sponsorship, education, challenging bias).

2. Identifying Opportunities (15 min): In small groups, brainstorm specific ways people can act as allies in their roles/organization (e.g., amplifying diverse voices in meetings, challenging discriminatory jokes, sponsoring someone from an underrepresented group).

3. Personal Allyship Action Plan (15-30 min): Individuals complete a worksheet outlining:

- ✓ One area where they commit to being a better ally.
- ✓ Specific actions they will take.
- ✓ Potential obstacles and how they will overcome them.
- ✓ How they will measure their impact.

Debrief Questions:

- ✓ What's the difference between being an "ally" and "doing" allyship?

- ✓ What makes allyship challenging sometimes?
- ✓ What's one concrete action you're committed to taking this month to be an ally?
- ✓ How can we support each other in our allyship journeys?

III. Systemic Equity and Inclusive Practices (Organizational Impact)

Objective: To analyze existing organizational policies and practices for EEDI gaps and propose actionable improvements.

Activity 1 EEDI Policy & Process Audit (Team-Based Review)

Time: 90-120 minutes (can be split into multiple sessions)

Materials: Copies of key organizational policies/procedures (e.g., hiring, promotion, performance review, flexible work, leave, complaint resolution), "EEDI Audit Checklist" worksheet.

1. Introduction (15 min): Explain the importance of auditing policies for systemic bias. Divide participants into teams, each assigned a specific policy/process to review.
2. Policy Review (45-60 min): Each team uses the "EEDI Audit Checklist" to critically review their assigned policy/process. Checklist questions might include:
 - ✓ Is the language inclusive?
 - ✓ Are there clear, objective criteria for decision-making?
 - ✓ Does it inadvertently disadvantage any specific groups?
 - ✓ Are there opportunities for flexibility or accommodation?
 - ✓ Is the reporting process clear and accessible?
 - ✓ Does it promote transparency?
3. Proposed Recommendations (30 min): Each team identifies 2-3 specific recommendations for improvement for their assigned policy/process.

Debrief Questions:

- ✓ What were the biggest "aha!" moments during the policy review?
- ✓ Which policy/process seems to have the most significant EEDI gaps?
- ✓ What's the potential impact of these gaps on our employees and culture?
- ✓ How can we move forward with implementing these recommendations?

Activity 2 Inclusive Hiring and Talent Management Simulation

Time: 75-90 minutes

Materials: Mock job descriptions (with some potentially biased language), mock resumes (some with identifying information, some blind), "Interview Scorecard" template, "Promotion Criteria" document.

1. Introduction (15 min): Discuss the stages of the talent lifecycle where bias can creep in (sourcing, job descriptions, screening, interviewing, selection, promotion).
2. Job Description Rewrite (15 min): In small groups, critique and rewrite a provided job description to remove biased language and make it more inclusive.
3. Resume Review (20 min): Provide groups with a mix of blinded and unblinded mock resumes. Ask them to select candidates for interview, consciously considering how identifying information (or lack thereof) might influence their choices.
4. Interview Question Design (20 min): Based on the revised job description, groups design 3-5 structured interview questions designed to assess skills objectively and reduce bias.

Debrief Questions:

- ✓ What challenges did you face when trying to remove bias from job descriptions or resume review?

- ✓ How might using structured interviews and blind resume reviews impact candidate pools?
- ✓ What's one change your team/organization could implement in its hiring process immediately?
- ✓ How can we ensure EEDI extends beyond hiring to promotion and development?

Activity 3 Creating Accessible Environments (Audit & Brainstorm)

Time: 60-75 minutes

Materials: "Accessibility Checklist" (physical and digital), pens, paper, flipchart

1. Introduction (15 min): Discuss different forms of accessibility (physical, digital, cognitive, sensory) and the importance of universal design.
2. Accessibility Audit (30 min): In small groups, assign each group a specific area to "audit" (e.g., a common physical space, the company website, an internal software tool, meeting practices). Using the checklist, they identify areas of non-compliance or potential barriers. (If physical audit isn't possible, use hypothetical scenarios.)
3. Brainstorming Solutions (20 min): Groups brainstorm 2-3 practical, actionable solutions for the identified barriers, considering varying levels of resources.

Debrief Questions:

- ✓ What unexpected barriers did you identify?
- ✓ How might improving accessibility benefit everyone, not just those with disabilities?
- ✓ What's one low-cost/high-impact accessibility improvement we could implement quickly?
- ✓ How can we ensure accessibility is a continuous consideration, not a one-time fix?

PRACTICAL LESSON 2: IMPLEMENTING DIFFERENTIATION INSTRUCTION IN MIXED ABILITY CLASSES

Different types of learners in mixed-ability EFL class. Challenges of mixed ability class teaching for inclusive teaching practice. The role of peer interaction and diverse perspectives. Fostering a sense of community and collaboration.

I Strategies to address challenges of teaching mixed-ability class.

Scaffolding Techniques

Using the educational strategy known as scaffolding, teachers give students short-term assistance to help them reach a higher level of comprehension and skill development. Support is progressively reduced as pupils gain proficiency, promoting self-reliance and self-assurance.

Modeling and Demonstration

Modelling is one of the primary scaffolding techniques. Teachers can demonstrate tasks and processes, providing a clear example for students to follow. This is particularly useful in mixed-level classes where beginners can benefit from seeing how tasks should be approached and completed.

Guided Practice

Following modeling, students can attempt activities under the teacher's guidance during guided practice. This could be solving problems in small groups or as a class while the instructor offers guidance and comments. Before beginning autonomous work, this step helps make sure that kids comprehend the assignment and have faith in their own talents.

Using Visual Aids and Graphic Organizers

Students can better arrange their ideas and comprehend complex material with the use of visual aids and graphic organizers. These resources can help give abstract ideas more tangible form and are especially helpful for visual learners. Venn diagrams, flow charts, and mind maps are a few examples that can improve comprehension of the subject matter for all students, regardless of ability level.

Gradual Release of Responsibility

The gradual release of responsibility is a scaffolding technique that shifts the learning process from teacher-directed to student-directed. This model follows a sequence of “I do, we do, you do together, you do alone,” where the teacher first demonstrates, then works with students, and finally allows them to complete tasks independently.

Structuring Activities for Different Proficiency Levels

Effective lesson plans for mixed-level classes include a variety of activities that address the diverse proficiency levels within the classroom. This ensures that all students are engaged and challenged appropriately.

Tiered Activities

Creating multiple versions of the same job, each suited to a different competency level, is known as designing tiered activities. In a reading comprehension exercise, for instance, beginning students might concentrate on recognizing key concepts and basic terminology, whereas more experienced students examine the text's topics and deduce meanings. With this method, each student can work at their own degree of difficulty while still participating in the same lecture.

Parallel Tasks

Parallel tasks are distinct exercises designed for varying ability levels that accomplish the same learning goal. When practicing descriptive writing, for instance, novices might use simple adjectives to describe an image, while more experienced students compose a whole descriptive piece. Through assignments appropriate to their level of expertise, both groups strive to comprehend descriptive language.

Using Flexible Grouping

Learning results and student engagement can be improved by dynamically grouping students according to their interests, learning styles, or proficiency. For example, in a writing exercise, novices can cooperate to construct simple sentences, while more experienced students can work together to construct intricate paragraphs. Peer teaching is another benefit of flexible grouping, where more experienced students can help less experienced ones, strengthening their own knowledge while assisting their friends.

II Differentiation by task

Finally, the majority of jobs can be created to challenge pupils who are more capable or to offer further support. This need only entail little adjustments here and there, not entirely new activities. ²

The table below gives some examples:

Activity Type	Extension activities	Support strategies
Reading	<p>Select 3 new items of vocabulary, look them up in their dictionaries and write them up on the board, with definitions.</p> <p>Write 3 questions about the text. These can then be given to another early finisher to answer and then passed back to the original student for marking.</p>	<p>Pre-teach vocabulary students will need to do the task and leave it on the board.</p> <p>Activate their previous knowledge of the topic before reading.</p> <p>Give students the answers in a jumbled order, with a few distractors.</p> <p>Make open questions multiple choice.</p> <p>Break the text into sections with questions after each section and give the option of only reading 1 or 2 sections.</p>
Listening	<p>When students listen for the second time to confirm their answers, give some optional extra questions as well. When taking answers on a true/false activity, ask why/why not?</p>	<p>Pre-teach vocabulary and activate knowledge as above. Give students a chance to discuss answers before feeding back to the class. Monitor and play again if necessary. Give students the tapescript on second listening. In a gap-fill, provide some of the words needed.</p>
Writing	<p>Make use of creative tasks that students can do at their own level. Use a correction code to give students a chance to self</p>	<p>Give a model or example before they start writing. Correct the draft with the student or in pairs before rewriting. Reduce the word limit.</p>

² <https://elt-resourceful.com/2012/02/17/ideas-for-providing-differentiation-that-dont-involve-writing-different-materials-and-a-different-plan-for-each-student-in-the-class-2/>

	correct. Increase the word limit.	
Speaking	Ask students to justify their opinions. Pair higher level students together so they can really stretch themselves.	Give students time to rehearse or plan their ideas. Pair weak and strong together. Elicit and practise the language they will be using beforehand.

And, going back to the second point, we can also aid differentiation by providing tasks with more open outcomes, so that students can do the same task, *but each at their own level of ability*.

III Adapting Materials for Varied Skill Levels

Effective lesson preparation requires modifying instructional materials to accommodate the different ability levels in a mixed-level class. This entails altering materials, exercises, and texts to make sure all students can access and enjoy them.

Text Modification:

Texts can be made more accessible by adding glossaries, summarizing, or reducing their language. For instance, a complicated article can be simplified for novices, and more advanced students can work with the original material to solve more difficult comprehension problems. Diagrams and other visual aids like photographs can also help people understand.

Creating Multi-Level Worksheets

Sections of worksheets can be created to accommodate varying skill levels. A grammar worksheet might, for example, have basic exercises for novices, intermediate-level assignments for students who are still learning, and advanced exercises for students who are already proficient. All pupils are guaranteed to be working inside their zone of proximal development with this method.

Using Authentic Materials

Videos, periodicals, and actual documents are examples of authentic content that can be modified for various skill levels. By pre-teaching important terminology, providing comprehension questions at different skill levels, and encouraging students to

interact with the content in various ways, teachers can offer scaffolding. This enables pupils to relate what they learn in the classroom to language use in everyday situations.

Incorporating Technology

There are several ways to modify content for classes with different skill levels using digital tools and resources. Interactive games, online tests, and language learning applications can all be tailored to accommodate varying skill levels. For instance, vocabulary sets that accommodate different skill levels can be created using language apps like Quizlet, enabling students to practice at their own pace.

Teacher-Made Materials

Custom materials must occasionally be created since pre-existing ones do not meet the requirements of a mixed-level class. Differentiated tasks, visual aids, and clear instructions are all things that teachers can incorporate into their lesson plans. All students will be able to access the content and participate in the class in a meaningful way if such customized resources are created.

Setting clear goals, organizing activities to accommodate varying skill levels, striking a balance between group and individual work, and modifying resources to guarantee inclusivity and participation are all important components of creating successful lesson plans for mixed-level classrooms. Teachers can establish a learning environment that accommodates the various requirements of their students and fosters successful language acquisition by implementing these tactics.

Encouraging Student Autonomy

Promoting student autonomy in mixed-level classes empowers students to take ownership of their learning and develop critical thinking and self-management skills.

Fostering Independent Learning

Autonomy is fostered by encouraging students to establish and pursue their own learning objectives. Students gain the ability to manage their own learning processes when self-directed learning opportunities are provided, such as solo reading or research projects.

Using Choice Boards

With the variety of activities available on choice boards, students can pick assignments that suit their interests and skill levels. This method encourages student autonomy and participation while supporting differentiated instruction.

Encouraging Self-Assessment and Reflection

Students' self-awareness and sense of responsibility are increased when they are taught to evaluate their own work and reflect on their learning. Learning journals and self-evaluation checklists are examples of reflection exercises that help students think critically about their development and establish goals for growth.

Providing Resources for Independent Study

Providing a range of resources, including interactive gadgets, books, and internet content, encourages self-directed learning. Students gain research skills, curiosity, and initiative when they are encouraged to use these resources independently.

Effective classroom management, ongoing observation and evaluation, adaptability and flexibility, and encouraging student autonomy are all necessary when implementing a lesson plan in a mixed-level class. Teachers may establish a dynamic and inclusive learning environment that meets the various requirements of every student by incorporating these tactics.

Cultivating an Inclusive Culture (Sustaining Momentum)

Objective: To empower individuals and teams to actively contribute to a culture of belonging and psychological safety.

Activity 1 Building Psychological Safety (Team Norms & Trust Exercise)

Time: 60 minutes

Materials: Whiteboard/flipchart, markers, "Psychological Safety Assessment" (brief self-assessment)

1. Introduction (15 min): Define psychological safety (feeling safe to speak up, ask questions, make mistakes without fear of punishment) and its link to EEDI.

Participants complete a brief self-assessment.

2. Identifying Barriers (15 min): As a large group, brainstorm factors that hinder psychological safety in the workplace.
3. Developing Team Norms (20 min): In small teams, discuss and establish 3-5 concrete team norms or "rules of engagement" that foster psychological safety (e.g., "Assume positive intent," "Listen to understand, not to reply," "It's okay to disagree respectfully").
4. Commitment (10 min): Each team presents their norms and commits to upholding them.

Debrief Questions:

- ✓ How does psychological safety connect directly to inclusion?
- ✓ What's one norm you think will have the biggest positive impact?
- ✓ How will we hold each other accountable for these norms?
- ✓ What can leaders do to model psychological safety?

Activity 2 Supporting Employee Resource Groups (ERGs/BRGs)

Time: 45 minutes

Materials: Case studies of successful ERGs, "ERG Proposal Template"

1. Introduction (15 min): Explain the purpose and benefits of ERGs/BRGs for both employees (community, support, development) and the organization (insight, talent retention, EEDI strategy). Share examples.

2. ERG Brainstorm & Design (20 min): In small groups, imagine your organization doesn't have ERGs (or wants to start new ones). Brainstorm:

- ✓ Which ERGs would be most valuable and why?
- ✓ What would be their core mission/objectives?
- ✓ What kind of support (resources, leadership buy-in) would they need?

3. Present Proposals (10 min):

Which aspects of your identity are most salient to you in the workplace?

- ✓ When have you been aware of your privilege (or lack thereof)?
- ✓ How might your intersecting identities shape your perspective and experiences?

4. Optional: Paired Sharing (15-20 min):

In pairs, participants share one insight from their reflection (not the entire wheel, to maintain psychological safety). Stress listening over debating.

Debrief Questions:

- ✓ What did you learn about your own identity landscape?
- ✓ How might recognizing privilege help us create more equitable systems?
- ✓ Why is it important to consider intersectionality when designing EEDI initiatives?
- ✓ What's one action you can take to better understand experiences different from your own?

Activity 4.3: Inclusive Meeting Facilitation (Practice & Feedback)

Time: 60-75 minutes

Materials: Meeting agenda template, "Inclusive Meeting Checklist," stopwatch

1. Introduction (15 min): Discuss common meeting pitfalls for inclusion (e.g., dominance by a few, interrupting, lack of agenda, inaccessible format). Introduce "Inclusive Meeting Checklist" (e.g., share agenda in advance, clarify purpose, rotate speaking, use names, check for understanding).

2. Meeting Simulation (30 min): In small groups (3-4 people), select a facilitator. The group will simulate a 10-minute meeting on a given topic (e.g., "Planning the next

team social," "Brainstorming a new project idea"). The facilitator must actively use techniques from the checklist. The other members observe.

3. Feedback and Reflection (15-30 min): Group members provide specific, constructive feedback to the facilitator on their inclusive practices. Rotate facilitators if time permits.

Debrief Questions:

- ✓ What inclusive practices felt most effective during the simulation?
- ✓ What was challenging about facilitating inclusively?
- ✓ How does a truly inclusive meeting feel different from a typical one?
- ✓ What's one new inclusive meeting practice you'll try to implement?

V. Action and Sustenance

Objective: To empower individuals and teams to create personal and collective EEDI action plans and commit to continuous learning

Activity 5.1: Personal EEDI Action Plan (Individual Commitment)

Time: 30 minutes

Materials: "Personal EEDI Action Plan" worksheet

1. Review Learning (10 min): Briefly reflect on all the modules and activities completed.

2. Individual Action Plan (20 min): Participants complete a worksheet outlining:

Insights: 2-3 key takeaways from the manual.

Commitments: 3 specific, measurable EEDI actions they will take in their daily work and interactions (e.g., "Actively seek out diverse perspectives before making a

decision," "Challenge one microaggression per week," "Mentor someone from an underrepresented group").

Support Needed: What resources or support will help them achieve these.

Timeline: When will these actions be initiated/completed?

Debrief Questions:

- ✓ What was the most challenging part of creating your action plan?
- ✓ How will you hold yourself accountable for your commitments?
- ✓ What's one thing you're most excited to implement?

Activity 5.2: Team/Organizational EEDI Goals and Metrics (Collective Strategy)

Time: 60 minutes

Materials: Whiteboard/flipchart, markers, "Team EEDI Action Template"

1. Review Organizational Data (10 min): Briefly share any relevant EEDI data (e.g., survey results, representation stats, previous audit findings).
2. Brainstorm Team-Level Goals (20 min): In teams, brainstorm 2-3 specific, measurable, achievable, relevant, and time-bound (SMART) EEDI goals for the team/department (e.g., "Increase representation of women in leadership by X%," "Improve belonging scores by Y points," "Implement 3 new inclusive meeting practices").
3. Develop Action Steps & Metrics (20 min): For each goal, identify concrete action steps, assign ownership, and define how progress will be measured.
4. Share & Consolidate (10 min): Teams briefly share their top goals and one key action. Facilitator identifies common themes for potential organization-wide initiatives.

Debrief Questions:

- ✓ What was challenging about setting measurable EEDI goals?
- ✓ Why is it important to have both individual and collective EEDI goals?
- ✓ How will we track our progress and celebrate our successes?
- ✓ What ongoing communication will be needed to sustain these efforts?

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- ✓ What was challenging about setting measurable EEDI goals?
- ✓ Why is it important to have both individual and collective EEDI goals?
- ✓ How will we track our progress and celebrate our successes?
- ✓ What ongoing communication will be needed to sustain these efforts?

Activity 5.3: Continuous Learning and Feedback Loop (Future-Proofing EEDI)

Time: 30 minutes

Materials: Sticky notes, whiteboard/flipchart

1. "Stop, Start, Continue." (15 min): Individuals reflect on the EEDI journey so far. On sticky notes, write down:

STOP: What EEDI-related practices/behaviors should we stop doing?

START: What new EEDI practices/behaviors should we start doing?

CONTINUE: What EEDI practices/behaviors are working well and should we continue?

2. Group Discussion (15 min): Share and discuss. Facilitators compile themes.

Debrief Questions:

- ✓ What did this exercise reveal about our collective EEDI journey?
- ✓ How can we institutionalize a continuous feedback loop for EEDI?
- ✓ What's one commitment we can make as an organization to ongoing EEDI learning?

Reflection questions

- In the context of your classroom, what do diversity, inclusion, equity, and equality mean?
- Which student populations are most and least benefited by the way foreign languages are taught today?
- What obstacles do students encounter in your classes—linguistic, cultural, physical, and assessment-related?
- Which of your materials or activities might unintentionally exclude or stereotype learners?

Questions and assignments for lesson planning

- Learning objectives assignment: Rewrite a current lesson objective to be learner-centered and outcome-focused for diverse needs (example: “Enable learners to describe daily routines using targeted vocabulary; provide multimodal supports”).
- Include at least two more forms of representation, expression, and interaction in a single lesson as part of the universal design for learning checklist requirement.
- Scaffolding task: Create a three-tiered activity on the same subject for learners of

varying competency levels (light, scaffolded, and extension).

- Language asset task: Develop a warm-up that evokes words from the students' native tongue and relates them to the target language.

Whole-class audit assignments

- Collect data: observe three classes and record how many students participate by gender, language proficiency, disability, and confidence level.

- Materials review: identify instances of cultural representation, bias, or lack of varied voices in five selected texts and media that use this phrase.

- Environment check: Examine the classroom's physical and sensory accessibility characteristics and any gaps by conducting an environment check.

Tasks related to classroom administration and interaction

- Pairing strategy task: Assign seats and groups for four lessons to guarantee fair conversation time and a range of interactions.

- Norms co-creation task: Work with students to create a brief strategy for resolving errors and having polite cross-cultural conversations.

- Microaggression response task: Write three impartial, instructive answers to typical instances of bias or microaggression in the classroom.

Tasks related to materials adaption

- Task for text diversification: Use two real works that reflect various cultural viewpoints to either replace or enhance a textbook unit.

- Accessibility adaptation task: Convert one audio resource into a transcript, a simplified synopsis, and an illustrated glossary as part of the accessibility adaption work.

- Visuals audit task: The aim for the visuals audit is to create an inclusive picture bank that represents gender, ethnicity, age, ability, and family structures.

Questions and tasks for evaluation and feedback

- Fair assessment checklist task: Examine one summative exam for language fairness

(linguistic load, cultural content, and time allotments) and make three specific changes using the fair assessment checklist activity.

- An alternate design task for the assessment: Create a performance assignment, a portfolio task, and an oral interview rubric that supports many types of demonstration.
- Feedback equity task: Draft three feedback comments emphasizing process and growth instead of deficit terminology as part of the feedback equity job.

Differentiation and support tasks

- Multilingual learner plan task: Create a weekly support plan that includes translanguaging techniques and family involvement activities for a learner who speaks a different language at home.
- Adaptation task: Adjust a speaking assignment for a student who struggles with processing information by using visual cues, more planning time, or fewer stimuli.
- Enrichment task: Create an extension project for advanced students that nevertheless connects to the main curriculum objectives as an enrichment activity.

Cultural responsiveness tasks

- Culture-mapping task: Assign students to map cultural customs around a subject (food, holidays, greetings) and then discuss the similarities and differences in small groups.
- Bias-spotting task: As part of the bias-spotting task, students are given a brief reading with preconceptions added. They are then asked to find and provide polite rewrites.
- Community connection task: Arrange a project that allows a family or community member to communicate their language and culture in a genuine way.

Professional development and reflection tasks

- Self-assessment questionnaire Determine three professional learning objectives and finish a quick checklist on inclusive practice.
- Peer observation task: Look for inclusive teaching components in a colleague and provide structured, strengths-based feedback.

- Action research task: Conduct a small-scale classroom study (four to six weeks) to test an inclusive method and document engagement and achievement results as part of the action research job.

Policy and school-wide activities

- Stakeholder mapping task: List the people who should be involved in inclusive language provision, including school personnel, families, and outside agencies.
- Policy review task: List necessary revisions or actions after comparing school policy with federal anti-discrimination guidelines.
- Inclusion plan task: The task for the inclusion plan is to create a one-page action plan for the academic year that includes quantifiable goals, deadlines, and monitoring procedures.

Student-facing tasks and prompts

- Personal language biography prompt: Ask students to write or give a presentation about the languages they know and how they use them as part of a personal language biography prompt.
- Empathy role-play task: Role-playing exercise for empathy: Give students situations in which they have to react to a peer who feels left out, and then discuss inclusive answers.
- Co-created syllabus task: Ask students to recommend subjects or resources that represent their interests and identities; work out methods for assessments.

Quick implementation tips:

- Give priority to minor, long-lasting adjustments (one lesson audit, one modified unit).
- Engage students in co-design to boost their understanding and support.
- Utilize evidence (surveys, evaluations, and observations) to monitor and modify progress.
- For consistency, record modifications and distribute them to coworkers.

Ready-to-use short tasks (can be done in one lesson)

- Warm-up language asset scan: During a five-minute warm-up language asset scan, students list words related to a concept in their native tongues.
- Bias-spotting-minute: The 10-minute bias-spotting minute involves identifying stereotypes in a text or image and proposing a neutral rewrite.
- Differentiated exit ticket: 5 minutes; students can demonstrate their understanding in three different methods (written sentence, brief spoken clip, or drawing).

End-use recommendations

- Include tasks in staff meetings and current planning cycles.
- Utilize projects as proof for evaluation and professional growth.
- Modify the wording and level of detail to suit various circumstances and educational levels.

PRACTICAL 3 THE ROLE OF MENTORSHIP IN DEVELOPING TEACHERS' WELLBEING AND MENTAL HEALTH

Aim: to raise awareness of the importance of implementing mentorship and considering teachers' mental health.

Learning outcomes: By the end of the workshop teachers will have learnt:

- the role of mentoring to in improving teachers' mental health to create positive learning environment.
- ways of improving teachers' wellbeing to reduce negative impact on the effectiveness of teaching.
- strategies on cultivating skills and knowledge to reduce risk factors and respond appropriately to relieve stress, mental pressures and strain.

Procedure

Activity 1 What is mentorship? What are mentor's roles? (10 min)

Ask participants to look at th definitions and choose the one which best describes mentor's roles.

“AN EXPERIENCED AND TRUSTED ADVISER OF AN INEXPERIENCED PERSON”

Oxford Advanced Learners Dictionary

“A WISE COUNSELLOR, A TUTOR, A TRAINER,”

Chambers English Dictionary

“A PERSON'S MENTOR IS SOMEONE WHO TEACHES THEM AND GIVES THEM A LOT OF ADVICE OVER A PERIOD OF TIME”

Collins Co build English Language Dictionary



John Holloway [3], director of the Educational Testing Service's Teacher Quality Initiative stated “One of the greatest reasons new teachers leave the profession is lack of support and assistance in dealing with the many frustrations they face. Mentoring plays a nurturing role in guiding those new teachers through the first critical years and in providing them with tools and skills needed in actual practice.”

The definitions of the term “mentor” are manifold. Thus, as recorded by Wai-Packard “Mentoring is a term generally used to describe a relationship between a less experienced individual, called a mentee or protégé, and a more experienced individual known as a mentor” [1]. In [2] it is stated that “mentoring is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person’s professional and personal growth.”

Shaw presents us: “As a form of professional development, mentoring affects both the new teachers who are being mentored, and the experienced teachers, who will serve as mentors” [4].

Activity 2 Who can be a mentor? (10 min)

Ask participants to work in pairs and answer the questions.

Discuss in plenary:

- a) Is it true – “Good teachers always become good mentors.”?
- c) What additional skills and qualities should mentors have?

Activity 3 Teacher & Mentor Iceberg (20 min) Handout 1, Handout 2

Ask participants to look at the Teacher iceberg (Handout 1) and answer the questions.

Discuss in plenary:

Step 1

Teacher Iceberg

- 1) What is an iceberg?

- 2) What is in the visible tip? (*subject knowledge & professional behavior.*)
- 3) What things influence the visible tip? What is ‘air’? – the things which influence professional behavior? (*school culture, classroom in which the teacher works.*)
- 4) What things influence the mass below the surface? (*the culture and society in which the teacher lives*)
- 5) What knowledge must the teacher have? (*about pupils, language form and use, activities and process*)
- 6) What understanding (concepts) must teachers have? (*education, teaching, learning*)

Step 2

Theory with big T and personal theories.

- 1) Pair work. Why is it difficult for newly qualified teachers to apply their theoretical knowledge into classroom practice?

Possible answers:

They rely on the visible part of the iceberg; it's difficult for them to understand that there is a mass below the surface. They are not equipped with ability to draw on all levels of the iceberg to construct own personal understanding of teaching. They have knowledge about teaching but cannot learn from the experience nor use professional analytical skills to make sense of new teaching situations and act appropriately.

Step 3

Task – Work in pairs. Complete the sentence.

Use the words:

learning, noticing, interpreting, evaluating, reviewing, developing

The mentor's responsibility is to establish a reflective habit which means _____ the skills of _____ which include _____, _____ and _____, as well as _____ the skills of planning and selecting.

Possible answer:

*The mentor's responsibility is to establish a reflective habit which means **learning** the skills of **reviewing** which include **noticing, interpreting and evaluating**, as well as **developing** the skills of planning and selecting.*

Step 4

Mentor Iceberg (Handout 2)

- 1) What is in the visible tip? What "Good Teacher" means? – (*teaching proficiency & professionalism*)
- 2) What things influence the visible tip? What is 'air'? – the things which influence professional behavior? (*school culture, education system.*)
- 3) What things influence the mass below the surface? (*the culture and society in which the teacher lives*)
- 4) What knowledge must the mentor have? (*Student-teacher, activities and processes for professional learning*)
- 5) What understanding (concepts) must teachers have? (*mentoring, professional learning, teaching, learning*)

True or False? Being a good teacher is enough to be a good mentor. (NO. it requires additional skills and knowledge.)

Write messages on the board:

- 1) To become good mentors they need **time, patience** and **additional knowledge**.
- 2) Mentors should challenge **own teaching experience** with own supervisor.

3) Mentors should be **reflective practitioners** and help mentees to become reflective practitioners.

Learning to be a teacher covers a number of ‘tangible’ observable skills related to a teacher’s behaviour in class as well as a number of ‘intangible’ components, most of them linked to our intra and interpersonal skills, our feelings and beliefs, our attitudes and values. If this level of complexity is true of teaching, it should also encompass learning.



Lessons from Geese_ Line of One.

Activity 4 The role of mentoring (15 min)

Ask participants to watch the video “The flight of geese” (https://youtu.be/-TBwdLG4ljc?si=DR5jJqGH1Sh_GiVv)

Ask participants to work in 5 groups and complete the sentences

- 1) Group 1 – Lesson 1
- 2) Group 2 – Lesson 2
- 3) Group 3 – Lesson 3
- 4) Group 4 – Lesson 4
- 5) Group 5 – Lesson 5

Lesson 1	People who share a Vision and live their values help each other get where they are going, they travel on the trust of one another
Lesson 2	We will stay in formation and be ready to give and accept support

Lesson 3	It pays to take turns doing the hard tasks we need respect and protect each other's skills & resources
Lesson 4	Our honking needs to be encouraging outcomes are more powerful when there is support & encouragement
Lesson 5	With as much sense as geese we will stand by each other when times are tough supporting the line of one.

Plenary discussion: What lessons can we learn from the geese? How is it related to mentoring?

Activity 5 How can mentors influence mentees? (15 min) Handout 3

Ask participants to work in groups of 4/5.

Step 1

Ask the participants to put the pieces of the story "The chicken and the eagle" in order.

Step 2

Ask participants to read and discuss the story in their groups.

Step 3

Plenary discussion. What are the messages we can take from the story?

Activity 6 Reflection (10 min)

Ask participants to complete the sentences.

Two things I liked in the lesson are

I've learnt that ...

Ask some of the participants to share their ideas.

Handout

The Chicken and the Eagle

There was a chicken farmer who was a very keen rock climber. One day, climbing a particularly challenging rock face, he came upon a large ledge. On the ledge was a large nest and in the nest, three large eggs. Eagle eggs.

He knew it was distinctly unecological, and undoubtedly illegal, but temptation got the better of him and he discreetly put one of the eagle eggs in his rucksack, checking first to make sure the mother eagle wasn't around. Then he continued his climb, drove back to his ranch, and put the eagle egg in the hen house.

That night the mother hen sat on the huge egg, the proudest chicken you ever saw. And the cock seemed pretty pleased with himself too.

In the fullness of time the egg hatched and the baby eagling emerged. It looked around and saw the mother hen. "Mama!" it squawked.

And so it was that the eagle grew up with its brother and sister chicks. It learned to do all the things that chickens do: clucking and cackling, scratching in the dirt for grits and worms, flapping its wings furiously, and flying a few feet into the air before crashing to earth in a pile of dust and feathers. And believing above all things that it was totally and absolutely a chicken.

One day late in its life, the eagle—who-thought-he-was-a-chicken happened to look up at the sky. High overhead, soaring majestically on the thermal currents, flying effortlessly with scarcely a beat of its powerful golden wings, was an eagle.

"What's that?" said the old eagle in awe to his farmyard neighbour. "It's magnificent. So much power and grace. Poetry in motion."

"That's an eagle," said the chicken. "That's the King of the Birds. It's a bird of the air. But we we're only chickens, we're birds of the earth."

And so it was that eagle lived and died a chicken; because that's all it though it was.

Primary source: Fr. Anthony de Mello SJ, quoted in Awareness, Fount.

The Magic of Metaphor, 77Stories for Teachers, Trainers and thinkers by Nick Owen

Reference

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3 Management Mentors, <http://www.managementmentors.com/resources/corporate-mentoringprograms-resources-faqs> (North America/Europe/Africa, 2015)

4 R. Shaw, E. Villegas-Reimers, Teacher professional development: an International review of the literature (UNSECO: International Institute for Educational Planning, 2003)

V. GLOSSARIY

A

- **Accessibility:** The design of educational resources, environments, and practices to be usable and inclusive for all students, including those with disabilities.
- **Active Listening:** A communication skill that involves giving full attention to the speaker and showing understanding through verbal and nonverbal feedback.
- **Adaptation:** The process of modifying teaching materials or methods to meet the specific needs of diverse learners.

C

- **Cultural Competence:** The ability to interact effectively with people from diverse cultural backgrounds by understanding and respecting their values, beliefs, and customs.
- **Curriculum Differentiation:** Tailoring the curriculum to address the diverse learning needs of students in the classroom.

D

- **Diversity:** The presence of individuals with different characteristics, such as culture, ethnicity, gender, language, abilities, and socioeconomic status, within a learning environment.
- **Differentiation:** Teaching strategies that involve adjusting content, processes, or learning outcomes to suit different learners' needs.

E

- **Equality:** Ensuring that all students have access to the same opportunities and resources, regardless of their background or personal circumstances.
- **Equity:** Providing resources and support tailored to individual needs to ensure fair outcomes for all students.
- **Empathy:** The ability to understand and share the feelings or experiences of others, a crucial skill for fostering an inclusive classroom environment.

I

- **Inclusivity:** The practice of creating an environment where all students, regardless of their abilities, backgrounds, or needs, feel respected, valued, and able to participate fully.
- **Individualized Learning:** An approach that adapts the pace, content, and methods of instruction to suit the learning needs of each student.
- **Intersectionality:** Understanding how different aspects of a person's identity (e.g., race, gender, socioeconomic status) intersect to create unique experiences of privilege or discrimination.

L

- **Linguistic Diversity:** The presence of multiple languages spoken or understood within a learning environment, contributing to cultural richness and learning opportunities.

M

- **Microaggressions:** Subtle, often unintentional, expressions of prejudice or discrimination that can negatively impact marginalized groups in the classroom.
- **Multicultural Education:** An educational approach that incorporates diverse cultural perspectives and histories into teaching and learning.

R

- **Representation:** Ensuring that teaching materials reflect the diversity of students' identities, cultures, and experiences.
- **Respect:** A foundational value in inclusive teaching that involves recognizing the dignity and worth of all individuals.

S

- **Safe Space:** A classroom environment where students feel free to express themselves without fear of judgment, discrimination, or harassment.
- **Scaffolding:** Providing temporary support to help students achieve learning goals, which can be gradually removed as they gain independence.
- **Stereotypes:** Oversimplified and generalized beliefs about a group of people that can lead to bias and discrimination.

T

- **Tolerant Pedagogy:** Teaching strategies that promote respect and acceptance of differences among students.
- **Trauma-Informed Teaching:** Approaches that recognize and address the impact of trauma on students' learning and behavior.

U

- **Universal Design for Learning (UDL):** A framework for designing educational environments and practices that accommodate the needs of all learners.

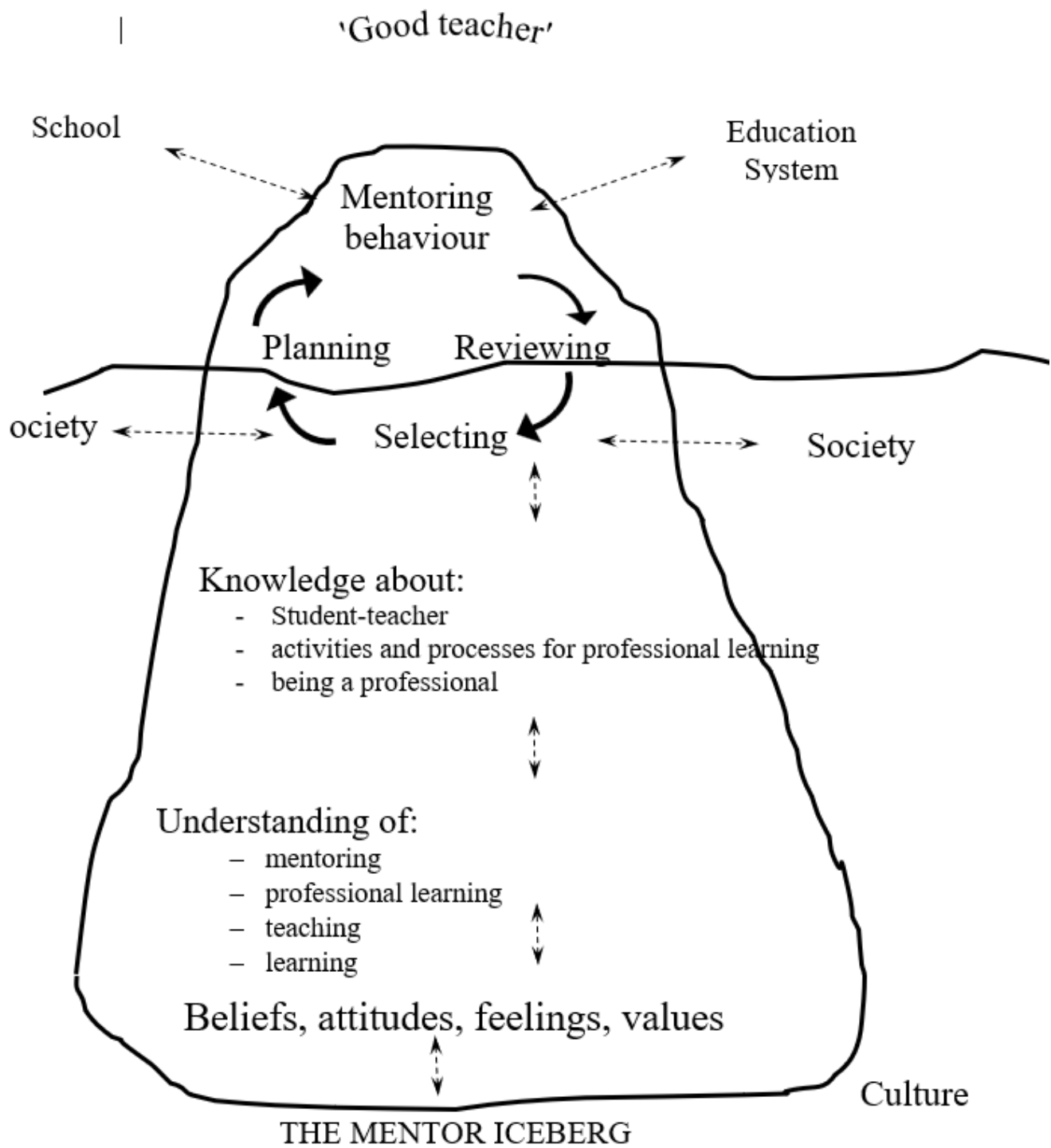
V

- **Voice:** Encouraging and empowering students to share their opinions, experiences, and perspectives in the classroom.

W

- **Well-being:** A holistic state of health, happiness, and prosperity that teachers should aim to support in their students and themselves.

VI. TOPSHIRIQLAR BANKI



(Malderez 1996)

Attachments

Attachment 1

<https://www.gov.uk/guidance/equality-act-2010-guidance>

The Equality Act 2010

The Equality Act brought together a range of anti-discriminatory laws, and covers all of Great Britain. It offers protection from discrimination, harassment and victimisation for nine specific personal characteristics – known as protected characteristics under the law.

Protected Characteristics

The protected characteristics are:

Age; Disability; Gender reassignment; Marriage and civil partnership; Pregnancy and maternity; Race; Religion or belief; Sex; Sexual orientation.

The Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil. This includes:

In relation to admissions.

In the way that it provides education for pupils.

In the way that it provides pupils access to any benefit, facility or service.

By excluding a pupil or subjecting them to any other detriment.

The Equality Act also protects those discriminated against through association or perception – for example, a pupil discriminated against due to a parent’s religious belief or due being perceived as LGBTQ+.

Positive Action

Schools should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics. Provisions within the Act allow schools and colleges to take proportionate, positive action, to deal with particular disadvantages affecting students with a particular protected characteristic.

This includes a duty to make reasonable adjustments for disabled children and young people (including those with long-term conditions). Positive action could also include providing support for a group of students who share a protected characteristic.

The Public Sector Equality Duty (PSED)

State-funded schools and colleges are subject to The Public Sector Equality Duty (PSED) found in the Equality Act.

The PSED means that schools and colleges have a duty to:

Have due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act).

Advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

The PSED helps schools and colleges to focus on key issues of concern and improving pupil and student outcomes. Keeping Children Safe In Education (KSCIE) guidance stresses the importance of obligations under the PSED in relation to safeguarding – reminding settings to be mindful that some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination.

Attachment 2

“Diversity is not about how we differ. Diversity is about embracing one another’s uniqueness.” - *Ola Joseph*, Author

“Our ability to reach unity in diversity will be the beauty and the test of our civilization.” - *Mahatma Gandhi*, Indian lawyer

“We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion.” - *Max de Pree*, American Writer

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” - *Albert Einstein*,
Physicist

Attachment 3

<https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines>

Person-first language may also be appropriate in the following scenarios (Centers for Disease Control and Prevention [CDC], 2022c; National Archives, 2023; National Center on Disability and Journalism, 2021; PFLAG, 2022):

Term to avoid	Suggested alternative
wheelchair-bound confined to a wheelchair	person who uses a wheelchair wheelchair user
mentally ill crazy insane mental defect suffers from or is afflicted with [condition]	person living with a mental illness person with a preexisting mental health disorder person with a preexisting behavioral health disorder person with a diagnosis of a mental illness/mental health disorder/behavioral health disorder
asylum	psychiatric hospital/facility
drug user/abuser addict	person who uses drugs person who injects drugs person with substance use disorder
alcoholic alcohol abuser	person with alcohol use disorder person in recovery from substance use/alcohol disorder

Term to avoid	Suggested alternative
person taking/prescribed medication-assisted treatment (MAT)	person taking/prescribed medications for opioid use disorder (MOUD)
person who relapsed	person who returned to use
smoker	person who smokes
homeless people the homeless transient populations	people without housing people experiencing homelessness people experiencing unstable housing/housing insecurity/people who are not securely housed people experiencing unsheltered homelessness clients/guests who are accessing homeless services people experiencing houselessness people experiencing housing or food insecurity
prostitute	person who engages in sex work sex worker (abbreviated as SWer)
prisoner convict	person who is/has been incarcerated
slave	person who is/was enslaved

Person-first and identity-first language: Terms to avoid and suggested alternatives

Disability status: Terms to avoid and suggested alternatives

Term to avoid	Suggested alternative	Comment
Use of person-first and identity-first language rather than condescending terms		
special needs differently abled multiabled physically challenged mentally challenged mentally retarded handi-capable handicapped suffering with ...	person with a disability person who has a disability disabled person people with intellectual disabilities child with a congenital disability child with a birth impairment physically disabled person person with a physical disability	The language used should be selected with the understanding that disabled people’s expressed preferences regarding identification supersede matters of style. Avoid terms that are condescending or patronizing
mentally ill	person with a mental disorder person with a mental illness person living with a mental health condition	
Description of Deaf or hard-of-hearing people		
person with deafness	Deaf person person who is deaf	Most individuals who belong to the Deaf or Deaf-Blind cultures prefer to be called Deaf or Deaf-Blind (capitalized) rather than “hearing-impaired.” The word “deaf” with a lowercase “d” is used to refer to audiological

Term to avoid	Suggested alternative	Comment
		<p>status, whereas “Deaf” with an uppercase “D” “refers to a particular group of deaf people who share a language [for example,] American Sign Language and a culture” (National Association of the Deaf, n.d., “Deaf” and “deaf” section).</p>
<p>hearing-impaired person person who is hearing impaired</p>	<p>hard-of-hearing person person who is hard-of-hearing person with hearing loss</p>	
<p>person with deafness and blindness</p>	<p>Deaf-Blind person a Deaf person with low vision a person who is deaf with low vision</p>	<p>Some individuals prefer to use Deaf+ (to include other intersectional identities) when referring to themselves.</p>
<p>Description of blind people and people who are visually impaired</p>		
<p>person with blindness visually challenged person visually impaired person vision-impaired person person who is visually impaired</p>	<p>blind person person who is blind person with low vision</p>	<p>People who have complete or almost complete loss of sight may be referred to as “blind.” Other terms are acceptable for those with a vision-based disability.</p> <p>Some people may object to the term “visually impaired” because of the negative</p>

Term to avoid	Suggested alternative	Comment
<p>person who is vision impaired</p> <p>sight-challenged person</p>		<p>connotation of the word “impaired.” The use of such terms is complex, often culturally bound, and deeply personal. If you are uncertain about how someone identifies, it is recommended that you ask what identity-first or person-first terms they prefer (e.g., “blind” or “blind person” vs. “a person with blindness”). (For further guidance on this topic, please consult the National Center on Disability and Journalism, 2021.)</p>
<p>Use of pictorial metaphors, negativistic terms, and slurs</p>		
<p>wheelchair-bound person</p> <p>confined to a wheelchair</p> <p>cripple</p> <p>invalid</p> <p>gimp</p>	<p>wheelchair user</p> <p>person who uses a wheelchair</p> <p>person with a physical disability</p>	<p>Avoid language that uses pictorial metaphors, negativistic terms that imply restriction, and slurs that insult or disparage a particular group. As with other diverse groups, insiders in disability culture may use these terms with one another; it is not appropriate for an outsider (e.g., a nondisabled person) to use these terms.</p>
<p>AIDS victim</p>	<p>person with AIDS</p>	<p>For additional guidance on avoiding stigma when using</p>

Term to avoid	Suggested alternative	Comment
HIV patient	person with HIV person living with HIV HIV-positive person	language to describe people living with HIV, visit the Guide to Talking about HIV (CDC, 2022b).
brain damaged	person with a traumatic brain injury (TBI)	
defective nuts crazy	person with a mental disorder person with a mental illness person living with a mental illness	
defective nuts crazy	person with a mental disorder person with a mental illness person living with a mental illness	
alcoholic	person with alcohol use disorder	
addict	person with substance use disorder	
Ableist terms and phrases in everyday language		
stand up for	support champion	Ableist terms and phrases are pervasive in everyday language. Although the use of these ableist terms may be unintentional, be thoughtful about how to avoid language that denigrates disabilities.
turn a blind eye to	ignore refuse to notice	
be myopic or shortsighted	ignore	

Term to avoid	Suggested alternative	Comment
	miss	
have a blind spot for	show unconscious bias	
blind review blind coding	anonymous review masked review masked coding	
color blind	deuteranomaly, achromatopsia (or other type of color-vision deficiency) color-vision deficiency	
fall on deaf ears	be willfully ignorant deliberately ignore	
tone deaf	insensitive out of context	
midget	little person person of small stature dwarf having dwarfism (Little People of America, 2021)	
lame	boring mundane	

Term to avoid	Suggested alternative	Comment
	uncool	
lend your voice	support	
everyone should have a voice [in this matter]	everyone should have input	
make your voice heard	express your perspective/opinion	
able-bodied	nondisabled	

For more information on problematic and preferred language use related to disability, please refer to the [APA bias-free language guidelines for writing about disability](#) (APA, 2020b, 2022a). Other resources include the style guide from the [National Center on Disability and Journalism](#) (2021) and the [Glossary of Ableist Terms and Phrases](#) (Brown, 2022).

Socioeconomic status (SES)/social class

The social standing or class of a group or individual, often measured as a combination of education, income, and occupation. It is “commonly conceptualized in terms of access to resources (e.g., income, education, neighborhood). Although some define SES using single indicators, others use a combination of these factors or complex formulas to calculate an individual’s level of material resources. Another complementary approach is to measure an individual’s cultural capital as an indicator of socioeconomic status. This approach defines SES as access to resources through one’s social networks. What these definitions have in common is a focus on the attainment of goods, services, or information to define one’s SES” (APA Task Force on Developing Guidelines for Psychological Practice with Low-Income and Economically Marginalized Clients, 2019, p. 35).

Term to avoid	Suggested alternative	Comment
the poor poor people	people whose incomes are below the federal poverty threshold	As always, there should be room for nuance and flexibility when using these terms. Many people find the terms “low-class” and “poor” pejorative. Conversely, class solidarity exists in “poor people’s movements” and many individuals proudly identify as “working class.” Define specific income brackets and levels if possible (e.g., “low income”).
low-class people lower class people	people who are of low SES/socioeconomic status	
homeless people	people without housing people experiencing homelessness people experiencing housing insecurity or food insecurity	
blue-collar worker	skilled tradesworker manual laborer	These terms are considered somewhat outdated as they originated in the early 20th century (Harris, 2022; Wilkie, 2019).
white-collar worker	salaried professional	
ghetto/the ghetto	under-resourced area low socioeconomic area	A term that is often used to describe the intersectionality of socioeconomic status and race/ethnicity. <i>Merriam-Webster</i> (n.d.-b) defines the word <i>ghetto</i> as “a quarter of a city in which members of a [marginalized] group live

Term to avoid	Suggested alternative	Comment
		<p>especially because of social, legal, or economic pressure” (Definition 2). It also has roots in antisemitism. The colloquial use of the term “ghetto” to describe others is rooted in classism and racism.</p>

For additional terms related to socioeconomic status, please refer to the [APA Guidelines for Psychological Practice for People with Low-Income and Economic Marginalization](#) and the [APA bias-free language guidelines for writing about socioeconomic status](#) (APA, 2020b).

NAZORAT SAVOLLARI

Control questions

1. What is a characteristic feature of a mixed-level class?
2. What is one of the primary challenges in teaching mixed-level classes?
3. What is differentiated instruction?
4. Which of the following is an example of differentiated instruction?
5. What is the primary benefit of peer learning in mixed-level classes?
6. What is flexible grouping?
7. What is the purpose of formative assessment?
8. What should be included in a SMART goal?
9. What is the purpose of establishing clear expectations in a mixed-level class?
10. Which of the following classroom strategies can help manage a mixed-level class?
11. What is a major benefit of mixed-level classes?
12. What is the role of ongoing assessment in differentiated instruction?
13. Why is classroom management crucial in mixed-level classes?
14. Which of the following is an example of effective classroom management?
15. What is the purpose of "exit tickets" in evaluating lesson effectiveness?
16. What is differentiated instruction?
17. Which of the following is an example of scaffolding?
18. What does the "Gradual Release of Responsibility" model include?
19. Which term refers to the use of real-world resources like videos and articles for language learning?
20. What is the purpose of tiered activities in a mixed-ability class?
21. Why is the "zone of proximal development" important for teaching in a mixed-ability class?
22. What role do visual aids and graphic organizers play in a mixed-ability class?
23. What is the main focus of Emotional Intelligence (EI) in the classroom?
24. What does the domain of "Self-Regulation" in EI refer to?
25. Which of the following is a recommended method for promoting EI in the classroom?
26. According to the material, what impact can teacher mental health issues have on students?
27. What does "Teacher Burnout" generally lead to?
28. Which of the following is an example of a strategy for developing EI in students?
29. What is one of the ways to support teachers' mental health?
30. Which of the following is NOT an emotional intelligence domain?
31. What does "Motivation" in EI refer to?
32. What is the primary purpose of creating a safe and welcoming classroom environment?
33. Which of the following is the best way to recognize and address teacher mental health issues?
34. What is the most effective way for teachers to manage stress in the classroom?
35. What should teachers do to overcome mental health challenges?
36. Which of the following is an important aspect of the teacher-student relationship?

37. What is one of the ways teachers can use EI in the classroom to improve group dynamics?
38. Why is teacher mental health critical for student success?
39. Which of the following is NOT a recommended way to support teachers' mental health?
40. What is the role of "feedback on performance" in developing EI?
41. How can teachers help students express emotions in English?
42. How can EI help teachers reduce stress?
43. Which of the following is a symptom of teacher burnout?
44. What is the primary goal of creating a "trustful relationship" with students?
45. How does developing EI in teachers affect students?
46. What is the first step in supporting teacher mental health?
47. What is the primary role of a mentor?
48. Which of the following is true about stress management for teachers?
49. How does mentorship benefit teachers' wellbeing?
50. What does the term "Resilience" refer to in the context of teaching?
51. Which quality is essential for effective mentors?
52. What is the outcome when teachers don't receive adequate mentorship?
53. What is the benefit of teaching mentors to be reflective practitioners?
54. What does a mentor help the mentee to develop?
55. Which of these aspects of teaching does mentoring particularly support?
56. What does the mentor-mentee relationship require from both parties?
57. According to the "Mentor Iceberg," what influences a mentor's professional behavior?
58. What is the benefit of mentoring for the mentor themselves?
59. Why is a supportive school culture important for teachers' wellbeing?
60. What do mentors and mentees need in order to develop a successful relationship?
61. What does effective mentorship encourage in mentees?
62. Which of the following is NOT a responsibility of a mentor?
63. What does a teacher need to reflect on in order to grow professionally?
64. Which of these elements is vital for a mentor to help a mentee with?
65. What is a possible consequence of teachers not developing resilience?
66. Why is it crucial for teachers to feel mentally supported?
67. Which of these is an element of a mentor's role in promoting professional growth?
68. What does mentorship primarily aim to foster in new teachers?
69. How do mentors help reduce teachers' stress?

VII. ADABIYOTLAR RO‘YXATI

ADABIYOTLAR RO‘YXATI

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