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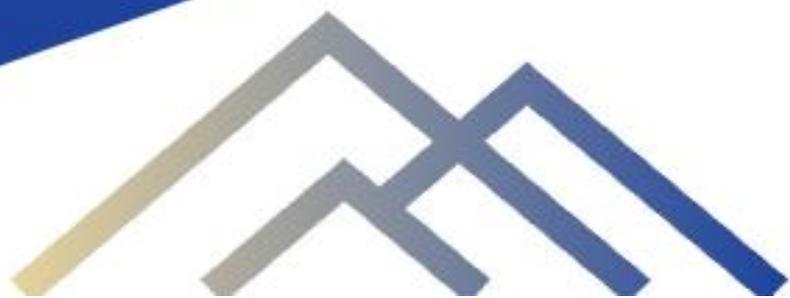 FARG'ONA DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG KADRLARNI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISH MINTAQAVIY MARKAZI

INGLIZ TILINI O'QITISHDA ZAMONAVIY TEXNOLOGIYALARDAN FOYDALANISH METODIKALARI

Modulning ishchi dasturi Oliy ta'lim, fan va innovatsiyalar vazirligining 2025-yil 30-dekabrdagi oliy ta'lim muassasalari pedagog kadrlarini qayta tayyorlash va malakasini oshirish yo'nalishlari o'quv reja va dasturlariga muvofiq ishlab chiqilgan

Tuzuvchi: **N.Abbasova- FarDU dotsenti, PhD**

Taqrizchi **D.Usmanova**- FarDU dotsenti, (PhD)

Ishchi o'quv dasturi FarDU Ilmiy Kengashining qarori bilan tasdiqqa tavsiya qilingan

(2025-yil 27-dekabrdagi 5- sonli bayonnoma)

MUNDARIJA

ISHCHI DASTUR

KIRISH

Dastur Oʻzbekiston Respublikasining 2020-yil 2-sentyabrda tasdiqlangan "Taʼlim toʻgʻrisida"gi Qonuni, Oʻzbekiston Respublikasi Prezidentining 2020-yil 3-dekabrdagi "Iqtidorli yoshlarni saralab olish tizimi va akademik litseylar faoliyatini takomillashtirish chora-tadbirlari toʻgʻrisida"gi PQ-4910-son hamda Vazirlar Mahkamasining 2022-yil 1-iyundagi "Akademik litseylar rahbar va pedagog xodimlarining uzluksiz malakasini oshirish tizimini joriy etish toʻgʻrisida"gi 296-son Qarorlarida belgilangan ustuvor yoʻnalishlar mazmunidan kelib chiqqan holda tuzilgan boʻlib, u zamonaviy talablar asosida malaka oshirish jarayonlarining mazmunini takomillashtirish hamda akademik litseylar pedagog xodimlarining kasbiy kompetentligini muntazam oshirib borishni maqsad qiladi.

Dastur doirasida berilayotgan tayanch modullari mavzulari orqali akademik liseylarda faoliyat olib borayotgan pedagog xodimlarning taʼlimdagi islohotlar va sohaga doir meʼyoriy-huquqiy hujjatlar tahlil qilish va amaliyotga tatbiq etish, taʼlimda sunʼiy intellekt texnologiyalaridan foydalanish, ingliz tilini oʻqitishda zamonaviy texnologiyalardan foydalanish metodikalari qoʻllash darajasini oshirish hisobiga ularning pedagogik mahorat va kasbiy kompetentligini muntazam takomillashtirish bilan birgalikda pedagog xodimlarning ehtiyojlari asosida tanlab olingan tanlov modullari boʻyicha bilim, koʻnikma va malakalarga ega boʻlishlari taʼminlanadi.

Kursning maqsadi va vazifalari

Akademik litseylar pedagog xodimlarining malakasini oshirish kursining **maqsadi** pedagog xodimlarning oʻquv-tarbiyaviy jarayonlarini yuqori ilmiy-metodik darajada taʼminlashlari uchun zarur boʻladigan kasbiy bilim, koʻnikma va malakalarini muntazam yangilash, kasbiy kompetentligi va pedagogik mahoratining uzluksiz rivojlanishini taʼminlashdan iborat.

Kursning vazifalariga quyidagilar kiradi:

- pedagog kadrlarning kasbiy bilim, koʻnikma, malakalarini uzluksiz oshirish va rivojlantirish;
- pedagoglarning zamonaviy talablarga mos holda akademik litseylardagi oʻqitish sifati va samaradorligini taʼminlash uchun zarur boʻlgan kasbiy mahorat darajasini oshirish;
- oʻqitishning innovatsion texnologiyalari va ilgʻor xorijiy tajribalarni oʻzlashtirish hamda ulardan oʻquv jarayonida samarali foydalanish koʻnikmalarini shakllantirish;

- o'quv jarayonini ilm-fan va ishlab chiqarish bilan samarali integratsiyasini ta'minlashga qaratilgan faoliyatni tashkil etish.

Kurs yakunida tinglovchilarning bilim, ko'nikma va malakalari hamda kompetentligiga qo'yiladigan talablar:

Kurs yakunida tinglovchilar quyidagi yo'nalishlarda bilim, ko'nikma, malaka hamda kompetensiyalarga ega bo'lishlari talab etiladi:

Tinglovchi:
- ingliz tilini o'qitishda kompetensiyaviy yondashuv asoslarini;
- ingliz tilini o'qitishda raqamli pedagogikaning o'rni va ahamiyatini;.
- kompetensiya tushunchasi, zamonaviy ta'lim talablar asosida bajarishni;
- kommunikativ va pragmatik kompetensiyani rivojlantirish metodlarini;
- to'rt til ko'nikmasini integrallashgan holda o'qitish (Listening, speaking, reading va writingni uyg'unlashtirgan dars dizayni, task-based va content-based yondashuvlar)ni;
- video va audio materiallardan foydalanish orqali nutqni rivojlantirish metodlarini;
- mobil ilovalar yordamida ingliz tilini o'qitish (Duolingo, Quizlet, Memrise va boshqalar)ni;
- ingliz tilini o'qitishda virtual sinf va masofaviy ta'lim imkoniyatlaridan foydalanishni *bilishi* lozim.

Tinglovchi:
- zamonaviy baholash va refleksiya kompetensiyasi (Formativ va summativ baholash, rubrikalar, self- va peer-assessment, o'qituvchining kasbiy refleksiyasi)dan foydalanish;
- video va audio materiallardan foydalanish orqali nutqni rivojlantirish;
- ingliz tili darslarida aralash (blended learning) ta'lim modelini amaliyotda qo'llay olish;
- zamonaviy texnologiyalar yordamida ingliz tilini o'qitish samaradorligini baholash *ko'nikma va malakalariga* ega bo'lishi lozim.

Tinglovchi:
- AI bilan integratsiya (Raqamli platformalar va sun'iy intellekt vositalaridan dars rejalashtirish, material yaratish va til ko'nikmalarini rivojlantirishda foydalanish)lash;

5

- gamifikatsiya (o'yin texnologiyalari) asosida ingliz tili darslarini tashkil etish;
- texnologiyalar asosida individual va differensial ta'limni tashkil etish;
- zamonaviy texnologiyalar yordamida ingliz tilini o'qitish samaradorligini baholash *kompetensiyalariga* ega bo'lishi lozim.

"Ingliz tilini o'qitishda zamonaviy texnologiyalardan foydalanish metodikalari" Modul bo'yicha soatlar taqsimoti

№	Modul mavzulari	Tinglovchining o'quv yuklamasi, soat				
		Hammasi	Auditoriya yuklamasi			o'quv
			Jami	jumladan		
				Nazariy	Amaliy mashg'ulot	
1.	Ingliz tilini o'qitishda kompetensiyaviy yondashuv asoslari	2	2	2		
2.	CEFR asosida o'quv natijalarini belgilash va dars maqsadlarini kompetensiyalar orqali shakllantirish.	2	2	2		
3.	Kommunikativ va pragmatik kompetensiyani rivojlantirish metodlari.	2	2		2	
4.	To'rt til ko'nikmasini integrallashgan holda o'qitish (Listening, speaking, reading va writingni uyg'unlashtirgan dars dizayni, task-based va content-based yondashuvlar)	2	2		2	
5.	Zamonaviy baholash va refleksiya kompetensiyasi (Formativ va summativ baholash, rubrikalar, self va peer-assessment, o'qituvchining kasbiy refleksiyasi)	2	2		2	
JAMI		10	10	4	6	

NAZARIY MASHG'ULOTLAR MAZMUNI

1-MAVZU: INGLIZ TILINI O'QITISHDA KOMPETENSIYAVIY YONDASHUV ASOSLARI

Ingliz tilini o'qitishda kompetensiyaviy yondashuv asoslari. Ingliz tilini o'qitishda raqamli pedagogikaning o'rni va ahamiyati. Kompetensiya tushunchasi, zamonaviy ta'lim talablari.

2-MAVZU: CEFR ASOSIDA O'QUV NATIJALARINI BELGILASH VA DARS MAQSADLARINI KOMPETENSIYALAR ORQALI SHAKLLANTIRISH.

CEFRning nazariy asoslari. CEFR asosida o'quv natijalarini belgilash. Dars maqsadlarini kompetensiyalar orqali shakllantirish. CEFR va kompetensiyaviy yondashuv asosida darsni rejalashtirish. O'quv natijalarini baholash.

AMALIY MASHG'ULOTLAR MAZMUNI

1-AMALIY MASHG'ULOT: KOMMUNIKATIV VA PRAGMATIK KOMPETENSIYANI RIVOJLANTIRISH METODLARI.

Kommunikativ yondashuv (Communicative Language Teaching – CLT). Vaziyatli mashqlar (Situational tasks). Rol o'ynash (Role-play). Muammoli vaziyatlar (Problem-based learning). Munozara va bahslar (Debates, discussions). Pragmatik kompetensiyani rivojlantirish metodlari. Integratsiyalashgan metodlar

2-AMALIY MASHG'ULOT: TO'RT TIL KO'NIKMASINI INTEGRALLASHGAN HOLDA O'QITISH (LISTENING, SPEAKING, READING VA WRITINGNI UYG'UNLASHTIRGAN DARS DIZAYNI, TASK-BASED VA CONTENT-BASED YONDASHUVLAR)

Integrallashgan yondashuvning nazariy asoslari.To'rt til ko'nikmasini uyg'unlashtirish tamoyillari. Integrallashgan dars dizayni (namunaviy tuzilma). Task-Based Learning (TBL) yondashuvi. Content-Based Instruction (CBI) yondashuvi. Baholash va monitoring

3-MAVZU: ZAMONAVIY BAHOLASH VA REFLEKSIYA KOMPETENSIYASI (FORMATIV VA SUMMATIV BAHOLASH, RUBRIKALAR, SELF VA PEER-ASSESSMENT, O'QITUVCHINING KASBIY REFLEKSIYASI).

Zamonaviy baholash va refleksiya kompetensiyasi. Zamonaviy baholash konsepsiyasi. Formativ va summativ baholash. Summativ baholash (Assessment of learning). Rubrikalar asosida baholash. Self-assessment va Peer-assessment. Peer-assessment (o'zaro baholash). Refleksiya kompetensiyasi. Baholash va refleksiyani integratsiyalash

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

Amaliy mashg'ulotlarda tinglovchilar o'quv modullari doirasidagi ijodiy topshiriqlar, keyslar, o'quv loyihalari, texnologik jarayonlar bilan bog'liq vaziyatli masalalar asosida amaliy ishlarni bajaradilar.

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

Dasturning axborot-metodik ta'minoti.

Modulni o'qitish jarayonida ishlab chiqilgan o'quv-metodik materiallar, tegishli soha bo'yicha ilmiy jurnallar, Internet resurslari, mulg'timedia mahsulotlari va boshqa elektron va qog'oz variantdagi manbalardan foydalaniladi.

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Maxsus adabiyotlar

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IV. Elektron ta'lim resurslari

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Case-Based Learning

Teaching Methods for Case Studies

Introduction

Case method is a powerful student-centered teaching strategy that can impart students with critical thinking, communication, and interpersonal skills.

Having students work through complex, ambiguous, real world problems engages students with the course material, encouraging them to "see it from an action perspective, rather than analyze it from a distance" (Angelo & Boehrer). Case studies are, by   their nature,
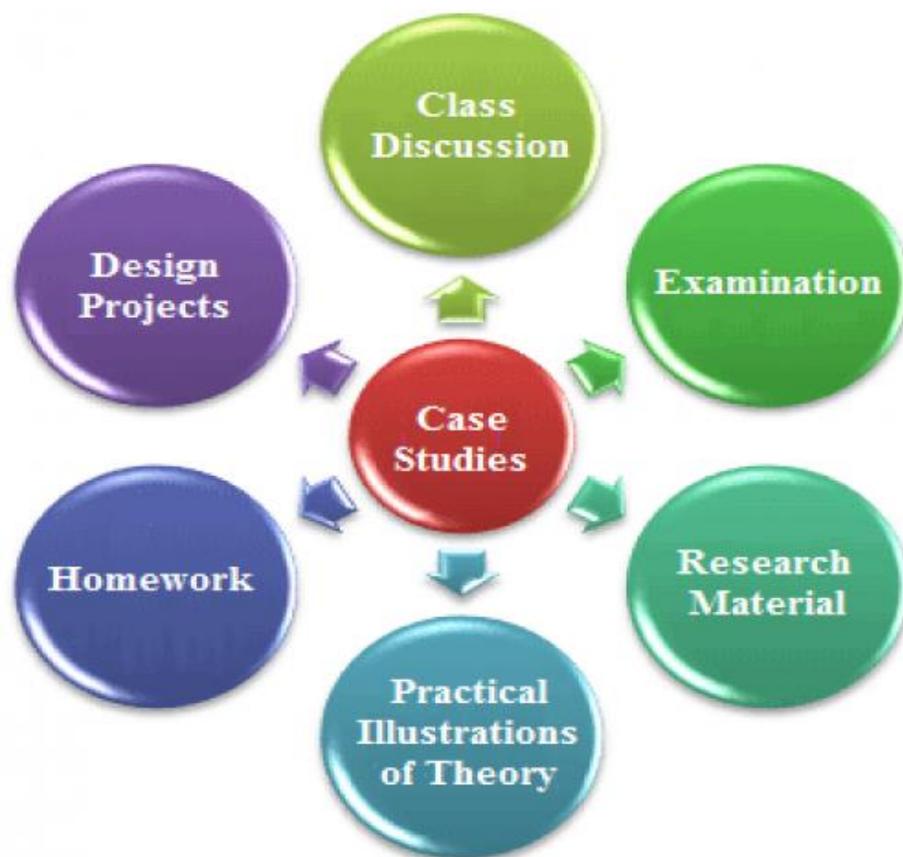
multidisciplinary, and "allow the application of

Theoretical concepts…bridging the gap between theory and practice" (Davis & Wilcock). Working on cases requires students to research and evaluate multiple sources of data, fostering information literacy.

Case method is also effective at developing real world, professional skills. Working on case studies requires good organizational and time management skills. Case method increases student proficiency with written and oral communication, as well as collaboration and team-work. "Case studies force students into real-life situations," training them in managerial skills such as "holding a meeting, negotiating a contract, giving a presentation, etc" (Daly, 2002).

Getting Started

Setting goals/objectives before choosing a case, it's important to set your goals for the lesson. Have a clear set of objectives and "be sure you know what you want to accomplish in the case, what facts, principles, and viewpoints the students should cover" (Herreid, 1998).

Picking a case "The most powerful and interesting cases are those that allow for several assessments of the same situation, leading to several equally plausible and compelling conclusions, each with different implications for action" (Angelo & Boehrer).

"Cases are narratives, situations, select data samplings, or statements that present unresolved or provocative issues, situations, or questions…The information included must be rich enough to make the situation credible, but not so complete as to close off discussion or exploration. Cases can be short for brief classroom discussions or long and elaborate for semester-long projects" (na University).

"Good case studies focus on one issue or problem, and have a clear problem statement… Choose case studies that match your course objectives, allowing students to apply what they learn in the course to the scenario" (University of Calgary).

Be prepared

Know all the issues involved in the case, prepare questions and prompts in advance, and anticipate where students might run into problems" (Carnegie Mellon). Within the case "where is the debate? You need to frame the fighting issues, because that's where the action is" (Garvin, 2004). Get some sense of the timing. A big danger is over packing classes and then shortchanging the material. Break the material into segments, get a sense of how long each debate is likely to last, and determine which issues can be removed or made optional. "You have to be able to flatten or shorten the accordion on segments of class" as needed. Set two or three targets marking when you should be at a certain point in the discussion so you know when to compress and when to fill in the material (Garvin, 2004).

Prepare your students Students may be unfamiliar with the case method or may be predisposed to distrust group work. They need to know exactly what is expected of them in order to be successful in class. To avoid causing frustration, consider the following tips:

1. Start with a simple case first

2. Discuss the purpose and suggested methods for doing a case assignment

3. If cases are done in a team, introduce students to resources for team dynamics

4. Allow sufficient class time for students to meet with their teams

5. Establish discussion etiquette guidelines

6. Take sufficient time to introduce the narrative and establish the case facts

7. Reassure students that "messiness" is normal for this type of assignment

8. Make sure you give students an opportunity to provide their reactions and feedback (Pyatt, 2006)

If there are specialized skills or knowledge needed to complete the case analysis, go over this with the class. "Provide background resources for the case study, including supplementary readings and the necessary data to form an opinion"

(University of Calgary). Spend some time at the beginning familiarizing students with specialized terminology or the expected formats for professional documents (Daly, 2002).

Get to know your students For case method to be successful, you must be familiar with your students. "Link the material with the people who are there. Who's been an entrepreneur? Who's worked in a large technology company?" Have students fill out cards listing their educational backgrounds, work histories, and interests. Review these cards before each class and make a list of four or five students in each class who are most likely to contribute something to the discussion (Garvin, 2004).

It's also important for students to get to know and trust one another. If students don't consider the classroom a safe space, they won't contribute to the discussion. Help them get acquainted with name tags or cards for their desks (Herreid, 2001). A positive atmosphere can be created by setting out ground rules for participation. "Emphasize that the analysis will be a group project, and that no one will be criticized for raising naïve questions or uncertainties… and that everyone is required to actively work together on the analysis… Without a clear sense that they are free to experiment with hypotheses, students will tend to remain silent until they feel that the 'right'answer has been identified" (Stanford University).

Discussions In his analysis of case discussion, C. Roland Christensen argues that student involvement develops on at least three distinct levels:

"At the first level, students explore a problem by sorting out relevant facts, developing logical conclusions, and presenting them to fellow students and the instructor. The students discuss someone else's problem; their role is that of the commentator-observer in a traditional academic sense. On the second level, students can be assigned roles in the case, and take on perspectives that require them to argue for specific actions from a character's point of view, given their interests and knowledge. Finally, on the third level, students will take the initiative to become fully involved, so that topics are no longer treated as abstract ideas, but become central to

the student's sense of self—of what they would choose to do in a specific real world situation." (Stanford University)

Leading the discussion. A basic framework for a case-based discussion can be broken down into six steps:

1. Give students ample time to read and think about the case. If the case is long, assign it as homework with a set of questions for students to consider.

2. Introduce the case briefly and provide some guidelines for how to approach it. Clarify how you want students to think about the case. Break down the steps you want students to take in analyzing the case. If you would like students to disregard or focus on certain information, specify that as well.

3. Create groups and monitor them to make sure everyone is involved. Small groups can drift off track if you do not provide structure. You may want to designate roles within each group. Alternatively, group members could be assigned broad perspectives to represent, or asked to speak for the various stake-holders in the case study.

4. Have groups present their solutions/reasoning

5. Ask questions for clarification and to move the discussion to another level

6. Synthesize issues raised (Carnegie Mellon)

Classroom setup

If it's possible to change the seating arrangement in your classroom, "a horseshoe-shaped seating arrangement works best. The open part of the U should face the blackboard… This arrangement permits all of the students to see one another… You don't always have to be in the center of the horseshoe. You can move out of the U altogether" when the students are talking to each other. Use the blackboard to bring the discussion together. Writing comments on the board is a way to engage students, showing them that they've been heard. Drawing circles, arrows, and underlines to connect these comments is a way to link fragments of discussion into a summary of what's been said (Garvin, 2004).

Asking questions The first question is important for setting the right tone for the rest of the discussion. Start with an open-ended inquiry. "If you start with a question that is too obtuse, too formidable, or looks like a trick question, no one will answer… The best opening questions are open ended, where there are multiple reasonable answers, or where the question is neutral and simple to answer." Hold back from engaging with controversial or emotional material until all the facts have been established and put into context. If you start off on a fighting issue, "there is a good change that the facts will get lost in the barrage of attacks and counterattacks that ensue" (Herreid, 2001). As the discussion gets going, it's important to listen and plan follow up questions carefully. Professor David Garvin suggests listening at four levels: "I listen for content. I listen for what is said, and how it tracks with the analysis we need to get done. The second thing I listen for is how things are said. There are always emotional undercurrents. Sometimes the voice is tentative. Sometimes the voice is very strong. Sometimes there's a lack of energy in the comments. Sometimes there's tremendous dynamism in the debate. So I'm listening for that particularly so that, when we hit an emotional current, we can ride it. That's where the class tends to take off. The third thing I'm listening for is almost a contradiction in terms. I'm listening for what is left unsaid. Take, for instance, a case which has ethical implications. Students are often very uncomfortable raising the ethical issues. If I go for ten, fifteen, twenty minutes in the heart of a discussion, and people are avoiding that point, I'll raise it. And then the fourth thing you listen for, and this one is tricky, is you listen for disconnects. When somebody says X, and somebody comes back with a response that doesn't quite meet them, there is a lack of correspondence somehow. They either didn't get it or they didn't quite take it in and fully understand it. In order to engage the debate they have to be on the same wavelength" (Garvin, 2004).

The kinds of questions you ask will control the kind of debate that follows. Potential techniques include:

1. Delay the problem-solving part until the rest of the discussion has had time to develop. Start with expository questions to clarify the facts, then move to analysis, and finally to evaluation, judgment, and recommendations.

2. Shift points of view: "Now that we've seen it from W's standpoint, what's happening here from Y's standpoint? What evidence would support Y's position? What are the dynamics between the two positions?"

3. Shift levels of abstraction: if the answer to the question above is "It's just a bad situation for her," quotations help: When Y says "_____," what are her assumptions? Or seek more concrete explanations: Why does she hold this point of view?"

4. Ask for benefits/disadvantages of a position; for all sides.

5. Shift time frame—not just to "What's next?" but also to "How could this situation have been different?"

What could have been done earlier to head off this conflict and turn it into a productive conversation? Is it too late to fix this?

What are possible leverage points for a more productive discussion?

What good can come of the existing situation?

6. **Shift to another context**: We see how a person who thinks X would see the situation. How would a person who thinks Y see it? We see what happened in the Johannesburg news, how could this be handled in [your town/province]? How might [insert person, organization] address this problem?

7. Follow-up questions:

"What do you mean by ___?" Or, "Could you clarify what you said about ___?" (even if it was a pretty clear statement—this gives students time for thinking, developing different views, and exploration in more depth). Or "How would you square that observation with what [name of person] pointed out?"

8. Point out and acknowledge differences in discussion—"that's an interesting difference from what Sam just said, Sarah. Let's look at where the differences lie." (let sides clarify their points before moving on). (University)

Transitions

Moving the class seamlessly from one section of the discussion to the next can be a challenge. By developing a system of clear signals and using them consistently, the students will learn to follow your lead. One way of signaling a transition is to change blackboards when you want to move to a new topic. Use the physical space of the classroom, standing to the side when leading a discussion between students and then coming to the center of the room when it's time to bring the attention back to you. Finally, summarize the important points at the end of each segment, this will both help change the topic to the next section as well as help make it easier to bring everything together at the end of class.

Classroom Activities Beyond discussion and small group work, there are a number of techniques that can be used to enhance case method.

1. Role-play

When picking students for role-play, try to consider their backgrounds and pick students who either fully identify with the role or are on the exact opposite end of the spectrum. Pick students who have participated before, as they will be likely to enliven the discussion. Finally, pick students across the room from each other so that their dialogue will bring the students sitting in between into it, rather than shutting them out.

2. Take a vote

A vote requires students to publically commit to their positions, engaging them with the discussion and making them more likely to argue for their side. It will also give you a sense of where the class stands on the debate. If the vast majority of the class stands on one side, you'll know to back up the minority so they don't feel overwhelmed and stop participating, shutting down the debate.

3. Have students write their own case studies

"In order to construct a plausible case study, they will research facts, consider various angles of an issue, and have greater engagement in the course" (University of Calgary).

4. Divide the case into parts

Break the students into groups and assign each group a different aspect of the study. Have them present their findings to the other groups. "Remind students that they do not have all the information they need to solve the case but based on the information available, they can make recommendations and come to preliminary decisions," something they will have to be able to do in real life business situations (Daly, 2002).

5. Message boards

Have the students continue the discussion on a message board within Blackboard, on a class blog, or using Twitter. This will give them room to reflect on their positions, and allow you to track their discussions over time (Pyatt, 2006).

Evaluation Each time you include a new case in a course, it's important to assess what the students have learned, and if there are ways to make it better. If you're new to teaching case studies or if you want to switch up your method, only try one or two new techniques at a time, then evaluate again (Garvin, 2004).

It can be difficult to see the success or failures of case method right away, but there are some ways to track if a particular case is having positive outcomes. During the course, judge if the students are making substantive headway into the material without having to be led by the hand.

Are they engaged with the issues and enthusiastic about the discussion? In subsequent classes, assignments, and exams, are they applying what they learned in the original discussion?

Having students complete assignments based on the case study will not only engage them with the material, but will help you determine their progress. Potential

assignments include a summary of the issues, a position paper, a concept map, a reflection paper, or a research paper exploring further aspects of the case (University of Calgary).

Based on student responses, you can judge if the case needs to be "developed further, or whether more background information can or should be provided" in the future (Stanford University).

1. LECTURE

LECTURE 1
Ingliz tilini o'qitishda kompetensiyaviy yondashuv asoslari

PLAN*:*

1.1. Principles of Communicative Competence

1.2. The notion of Communicative competence

1.3. Four branches of Communicative competence:

linguistic, sociolinguistic, discourse and strategic competence

Key words: CEFR, communicative competence, linguistic /grammatical competence, sociolinguistic competence, pragmatic /discursive competence, and strategic competence.

Principles of Communicative Competence

"Human communication fulfils many different goals at the personal and social levels. We communicate information, ideas, beliefs, emotions, and attitudes to one another in our daily interactions, and we construct and maintain our positions within various social contexts by employing appropriate language forms and performing speech activities to ensure solidarity, harmony, and cooperation – or to

express disagreement or displeasure, when called for" (CelceMurcia&Olshtan, 2000, p. 3).

The Common European Framework of Reference (CEFR) was implemented in Uzbekistan in 2012 as a framework for teaching, learning, and assessing languages. CLT is employed within CEFR (Beresova, 2017) and the approach is much different than the rule-based/grammar-translation method (GTM) to language teaching that language teachers are accustomed to in Uzbekistan. Within CLT, the identity of a language teacher is that of a facilitator instead as a conduit of information. Learning languages for communicative purposes shifts the classroom focus from the teacher to the learner; however, this shift does not mean the teacher no longer has a role to play! A teacher's role is to guide students to become communicatively competent in the following four areas: linguistic, sociolinguistic, pragmatic, and strategic.

Think about the following:

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

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

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

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

«Competence» is one of the most controversial terms in the field of general and applied linguistics. Its introduction to linguistic discourse has been generally associated with Chomsky who in his very influential book «Aspects of the Theory of Syntax» drew what has been today viewed as a classic distinction between

competence (the monolingual speaker-listener's knowledge of language) and performance (the actual use of language in real situations)

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

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

In an attempt to clarify the concept of communicative competence, Widdowson (1983) made a distinction between competence and capacity. In his definition of these two notions he applied insights that he gained in discourse analysis and pragmatics. In this respect, he defined competence, i.e. communicative competence, in terms of the knowledge of linguistic and sociolinguistic conventions. Under capacity, which he often referred to as procedural or communicative capacity, he understood the ability to use knowledge as means of creating meaning in a language. According to him, ability is not a component of competence. It does not turn into competence, but remains "an active force for continuing creativity", i.e. a force for the

realization of what Halliday called the "meaning potential" (Widdowson, 1983:27). Having defined communicative competence in this way, Widdowson is said to be the first who in his reflections on the relationship between competence and performance gave more attention to performance or real language use. Canale and Swain (1980) and Canale (1983) understood communicative   competence as a synthesis of an underlying system of knowledge and skill needed   for communication. In their concept of communicative competence, knowledge   refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. According to them, there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfill communicative functions and knowledge of how to combine utterances and communicative functions   with respect to discourse principles. In addition, their concept of skill refers to how an individual can use the knowledge in actual communication. According to   Canale (1983), skill requires a further distinction between underlying capacity and its manifestation in real communication, that is to say, in performance Unlike Hymes, Canale and Swain or even Widdowson, Savignon (1972, 1983) put a much greater emphasis on the aspect of ability in her concept of communicative competence. Namely, she described communicative competence as «the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors" (Savignon, 1972:8). According to her, and many other theoreticians (e.g. Canale and Swain, 1980; Skehan, 1995, 1998; Bachman and Palmer, 1996 etc.), the nature of communicative competence is not static but dynamic, it is more interpersonal than intrapersonal and relative rather than absolute.

Communicative competence – an ability and knowledge of a language user about how, what and where to speak appropriately from the view point of culture, traditions, shared rules and norms. An ability of understanding social meaning and being

understood within a social context.It consists of four aspects: linguistic, sociolinguistic, pragmatic/discourse, and strategic competence.

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

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

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

Strategic competence – while lacking knowledge in linguistic, sociolinguistic, and pragmatic competences, strategic competence is being able to overcome such a shortage of knowledge by delivering a message from one language into another one with the help of means other than those in linguistic, sociolinguistic, and pragmatic competencies. While communicating with different people in a foreign language we are not always aware of certain words. To be able to

deliver the meaning of these unknown words without using these words themselves implies the possession of strategic competence.

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

The following day, the head of the English Department decided to conduct a master class based on CLT. Everyone was interested in this communicative class, including the teacher who was recently observed. The class started. The topic was "The Principles of Communicative Competence." Rather than starting with an explanation of the rules on the principles of communicative competence, the head gave two examples. The first read:

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

The head asked the class to discuss for two minutes who is sitting, he or she.

Some said he is sitting, while others said she is. Furthermore, the head asked the teachers why some people made the decisions they did. The class discussed but did not come to a consensus. The head asked if there were any syntactical rules that would guarantee his or her sitting? No teacher could answer the department head's question. This example shows that syntactic rules are not enough to answer his query. Language is about social context, that is, the real life to which syntactical rules should fit into, and not the other way around. People, while communicating, could make mistakes from a GTM perspective but might be right from a communicative perspective. In other words, GTM says that "friend/he" is sitting because "there is at

least a collocational relationship between" "friend/he" and "sitting", in which sitting in front of me "is a phrase headed by the participle" (Matthews, 1981, p. 176). CLT, however, prioritizes communication that takes place in a concrete time, space and social context, thus he or she might be the case of sitting in that time, space, and social context.

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

The head continued the previous discussion and asked participants whether this utterance could be considered successful or not (i.e., successful communication can ensue). Teachers mostly said there was no problem in understanding and the intended meaning was apparent. However, the head said that this communication was not successful between two people in real life because the speaker's interlocutor did not understand appropriately the utterance from a cultural perspective. (Even though this utterance is grammatically correct.) The head explained the social context for this utterance to the teachers: an Uzbek who was talking to a person from the United States. Once this utterance was made, the American questioned it, saying "whether it is real five minutes or Uzbek five minutes." The American used to experience that Uzbeks use the phrase 5 minutes to represent a certain amount of time, but not actual five minutes. Even though five minutes is an objective fact, different cultures affect the way we differently interpret this objective fact. Thus, we should decide whether we are educating students to be competent only in knowing facts and rules, or they should also be able to put these facts and rules into practice. One should be able to accomplish a communicative goal. What do you think about the examples given in the vignette? Can you provide additional language examples that shows how non-linguistic factors favour meaning construction in human communication?

LINGUISTIC COMPETENCE

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

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

1) What does linguistic competence mean to you?

2) Please think about the word, 'facilitator.' How would you facilitate a language class while understanding the core of linguistic competence; how does this approach differ from what you already do?I remember vividly my language teachers at the Uzbekistan State University of World Languages in the 2000s who educated me in the Grammar Translation Method (GTM). From that time, we targeted at analyzing only form/structure and meanings/semantics and left out an analysis of use/discourse/pragmatics. Let's see how such an analysis looked like in the following example:

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

situation, composing an indefinite amount linguistically correct sentences to describe the reality.

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

Linguistic competence – an unconscious as well as conscious knowledge of language "which consists of the basic elements of communication: sentence patterns, morphological inflections, lexical resources, and phonological or orthographic systems" (Celce-Murcia & Olshtain, 2000, 16). The subsystems of form, meanings, and use (Cecle-Murcia & Larsen-Freeman, 1999) are both interdependent and overlapping because "each element in a language is explained by reference to its function in the total linguistic system" (Halliday, 1994, p. xiv). Form, as one of the dimensions, "consists of the visible or audible units: the sounds (or signs in the case of sign language), written symbols, inflectional morphemes, function words (e.g., of), and syntactic structures" (Larsen-Freeman, 2003, p. 34). Form takes into consideration how grammar operates at the subsentential or morphological level and is constituted by studies in phonology, graphology,

semiology, morphology, and syntax US-China Friendship Volunteer is pronounced as /iu es tʃaɪnə frɛndʃɪp vɒlənˈtɪər/, and is a noun phrase (NP) with five morphemes. US-China (noun + noun) are two free morphemes compounded to form one lexical item. Friendship, (noun + noun), consists of one free and one bound morpheme. The bound morpheme, ship, is derivational and does not change the grammatical function of the word. Volunteer consists of one free morpheme. The word order, or internal structure, of the NP US-China Friendship Volunteer, is fixed.

Meaning is another dimension. "When dealing with meaning, we want to know what a particular English grammar structure means and what semantic contribution it makes whenever it is used" (Celce-Murcia & Larsen-Freeman, 1999, p. 4). When placed in an appropriate case-form, the NP functions as a complement in clause structure; for example, as a subject (A US-China Friendship Volunteer arrived), object (Our school needs a US-China Friendship Volunteer), or predicate complement (Dave is a US-China Friendship Volunteer). Additionally, the US-China Friendship Volunteer's denotation, the dictionary definition or referential meaning, means "an unpaid person from the US Peace Corps who represents a friendly relationship between the United States of America and The People's Republic of China."   Use is the third dimension in Larsen-Freeman's form, meaning, and use paradigm. According to Celce-Murcia and Larsen-Freeman (1999), pragmatics is another name for use. Levinson (1983)explained that pragmatics are the "relations between language and context that are grammaticalized, or encoded in the structure of a language" (p. 9). Just knowing the form and meaning of the noun phrase, US-China Friendship Volunteer, is not sufficient for someone to be able to use it appropriately. A speaker will need to know when to use US-China Friendship In-Service Language Teacher Education-Uzbekistan   Volunteer instead of Peace Corps Volunteer or another one of the hundreds of volunteer organizations from America that is currently in China. While I was in China, US-China Friendship Volunteer was used only in speeches at banquets, ceremonies, and

festivals and in any other formal interactions between a Peace Corps staff and someone from China's Communist Party

PRAGMATIC COMPETENCE

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

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

grammatically more sophisticated). For these reasons, organisational competence is included as a component of the working definition.

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

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

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

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

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

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

Despite potentially being useful, a criticism is that it is not explicitly explained how the strategies might be used to discern particular contexts, e.g. in light of social status, familiarity, age, cost of imposition, and so on. For instance, whereas the strategy, *'Could I make a suggestion?',* might be applied whilst speaking to a senior boss, the utterance, *'I want to ask a question',* in the same context could be considered too abrupt. In further consideration of the strategies provided in the Useful language boxes (such as the above), it can be seen that the range of Internal modifications is somewhat limited, primarily illustrating the Politeness marker, *Please*, and only a light dusting of other lexical downtoners (e.g. *just). Could I have a quick word with you?'* and '*I need to talk to you about something'*, are provided as examples of Preparator and Getting a precommitment strategies, according to Blum-Kulka, House and Kasper's CCSARP coding manual (1989). The issue, however, as with the case of the other strategies, is that context is again not considered, nor is the issue of prosody and the importance of intonation in softening requests. Intonation is especially critical, since the Preparator example ('*I need to talk to you about something')*, could potentially sound threatening without the right modulation of pitch. The teacher's notes in relation to this do suggest going through the Useful language box, '[getting] individual [students] to read the expressions, working on intonation.' However, explicit indications about how to teach intonation are not provided. Rather, it is

assumed that the teacher will already be intuitive of such issues, which is not always the case, particularly for non-native speakers (Savić, 2014).

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

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

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

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

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

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

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

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

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

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

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

- Asking someone you have just met for the first time: '*How much money do you earn?*' While this situation would be perceived as somewhat offensive to a native English speaker, it would not be considered inappropriate in some other languages and cultures.

The cooperative principle – an equal amount of effort (i.e. true, sincere and appropriate information) that is invested by both a speaker and hearer to construct meaning while communicating. Consider the following dialogue (Yule, 1996, p. 36):

Man: Does your dog bite? Woman: No (the man reaches down to pet the dog. The dog bites the man's hand).Man: Ouch! Hey! You said your dog doesn't

bite.Woman: He doesn't. But that's not my dog. What do you think is the problem in this conversation? Why is this communication not successful?How did the interlocutors not understand each other, even though semantically and grammatically correct sentences were deployed? While we talk, we do not only exchange semantically meaningful and grammatically correct utterances, we also "…provide an appropriate amount of information (unlike the woman [in the given conversation]); we assume that they are telling the truth, being relevant, and trying to be as clear as they can" (Yule, 1996, p. 37). Grice's (1975) cooperative principle (maxims) should be followed in a dialogue so that interlocutors understand each other within a given social context:

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

2) The maxim of quality – truth, intersubjectively accepted truth within a society. Both speaker's and hearer's beliefs on truthfulness of what is spoken and what is heard. Usually, when people talk to each other, they rely on common, shared memories, practices and experiences. These shared practices and experiences contain within themselves a certain type of truth, which is known to both interlocutors. Besides, if a person poses a statement without enough evidence to prove that statement, which is easily recognizable to the other party in the communication, a conversation may fail since one of the parties is not telling the truth. Analyze the following dialogue and try to guess at what stage the conversation is broken because the maxim of quality is not kept.

3) The maxim of relevance – connected with the topic, timely given information. While talking to each other, people are required to pose utterances that

are connected with the discussed topic. To be irrelevant in saying words and sentences that are off the topic may lead to the situation, in which a hearer stops accepting speaker's information.

4) The maxim of manner – coherent (sequence, structure), well ordered and – organized utterance, absence of ambiguity. A speaker should be able to realize that his utterance is transmitted to a hearer, to an audience clearly. For example, there are lots of cases among scholars in Uzbekistan, in which the maxim of manner is broken while using PP presentations. Scholars use long sentences, texts from legal documents in their PP presentations, which are not readable by an audience because of poorly ordered organization of the language of PP presentations.

QUESTIONS

1. How do you understand the notions language and communication?

2. What is communicative competence?

3. What are the four branches of communicative competence?

4. How do you explain pragmatic competence?

5. What is linguistic competence?

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

Lecture 2 . CEFR asosida o'quv natijalarini belgilash va dars maqsadlarini kompetensiyalar orqali shakllantirish.

Learning Outcomes:

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

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

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

Materials: Handout 1

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

Procedure

1. Lead-in: Introduction and overview

Objectives: to introduce the topic; to prepare for the session

Time: 30 min

Materials: handout

Interaction: plenary

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

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

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

2. Activity

Time: 30 min

Table 1. Comparative Table of GTM and CLT	
GTM	**CLT**
Rule is prioritized over practice. GTM believes that knowing the linguistic rules can secure the successfulness of communication.	Practice is prioritized over rules. Rules still play a role, *but they are not determining the meaning of utterances*. Students out of practice/in different real-life situations should derive rules.

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	Thus, we have grammar in context, syntax in context, semantics in context, etc.
Teacher is the main source of knowledge generation. Students are expected to be taught, and not to be guided.	Teacher is not imposing his or her will on students. There is no right or wrong knowledge. Students *are exposed to real-life situations*, within which they generate their own knowledge on how to communicate appropriately in a situation.
Teaching is based on learning and memorizing rules, facts, and meanings from texts.	Teaching is based on developing students' thinking abilities, through which they themselves get to know about rules, facts, and meanings.

### 3. Homework

Time: 20 min

HOMEWORK TASK ONE

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

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

Principles of communicative Competence

Activity A.

Brainstorm the notion of "CEFR"

Framework

orassessme

CEFR
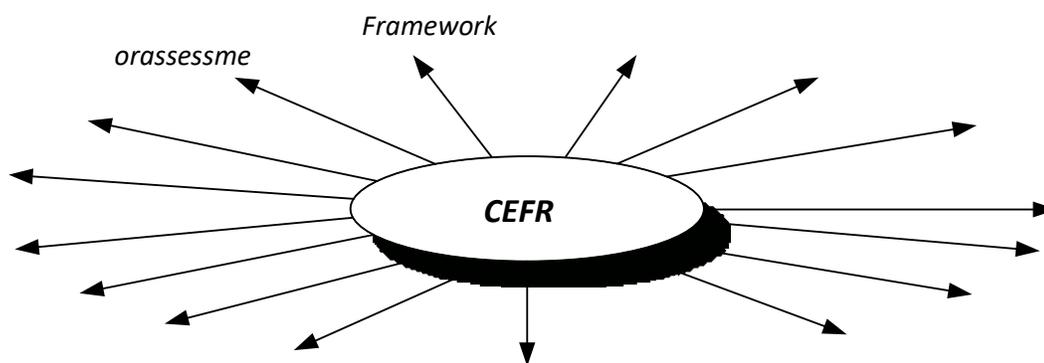
Actvity B.

Form 2 groups. Discuss the following definitions given to the notion of "GTM and CLT" and reveal their peculiarities. Each group shares its ideas with other groups

Table 1. Comparative Table of GTM and CLT	
GTM	**CLT**
Rule is prioritized over practice. GTM believes that knowing the linguistic rules can secure the successfulness of communication.	Practice is prioritized over rules. Rules still play a role, *but they are not determining the meaning of utterances*. Students out of practice/in different real-life situations should derive rules.

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	Thus, we have grammar in context, syntax in context, semantics in context, etc.
Teacher is the main source of knowledge generation. Students are expected to be taught, and not to be guided.	Teacher is not imposing his or her will on students. There is no right or wrong knowledge. Students *are exposed to real-life situations*, within which they generate their own knowledge on how to communicate appropriately in a situation.
Teaching is based on learning and memorizing rules, facts, and meanings from texts.	Teaching is based on developing students' thinking abilities, through which they themselves get to know about rules, facts, and meanings.

Activity C.

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

1. What do you think about the examples given in the vignette?
2. Can you provide additional language examples that shows how non-linguistic factors favour meaning construction in human communication?

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

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

words listed below

1. CEFR (Common European Framework of Reference) is an international framework within which the language ability of learner is explained and assessed identically (assessment). However, CEFR is not limited to _____. It is also

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about teaching and learning. Within CEFR, teaching and learning are based on CLT within which four _____ are taught during the class.

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

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

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

PLAN*:*

1. The main principles of using the communicative method
2. Learning a foreign language - intercultural communication

KEY TERMS: communicative competence, forming the communicative competence, communication, foreign languages, teaching the foreign languages, intercultural communication

As the communication on foreign languages comprises the row of key competencies, necessary for each person today for self-realization and developments in rapidly changing world, in given lecture there are considered some methods of shaping the communicative competence of learners in using the communicative technology at the English lessons. When learning a foreign speech, students must proceed from understanding the nature of language as a sign system used in communication. This means that the mastery of formal language side (phonetics, vocabulary and grammar) and language system should be carried out in the course of communication. Thus, communicative and cognitive approach at the study of foreign languages becomes dominant in training. In general communicative approach is an implementation of a method of teaching in which is carried out in orderly, systematic and interrelated teaching English as a means of communication. The communicative approach is complete and optimal ordering of the relationship between the components of the training content. The cognitive approach to learning is a universal accounting process of knowledge and individual psycho-physical properties that characterize the cognitive style of each student.

The main principles of the organization of training content of using the communicative method are: – **Speech orientation**. It's a teaching foreign language

through communication. This means lesson is practically oriented. There is learned the language, not about the language. First of all, it concerns the exercise: the exercise is more than like a real dialogue, it is the more effective one. The speech exercises area smooth and dosed with the rapid accumulation of a large amount of vocabulary and grammar with immediate implementation; there is not allowed a single sentence that cannot be used in a real dialogue. – **Functionality**. Speech activity has three aspects: lexical, grammatical, and phonetic. They are inextricably linked in the process of speaking. It follows that the words cannot absorb in isolation from their forms of existence (use). The functionality assumes that the words and grammatical forms are assimilated directly into the activity: the student performs any voice problem — confirms the idea, doubt heard asking about something, encourage the interlocutor to action, during which acquires the necessary words or grammatical form. – **Situational**. Its fundamental importance is the selection and organization of material based on situations and communication issues that get the interest of every students. – **Novelty**. It manifests itself in different lesson components. First of all, the novelty of speech situations (change of communication of the subject, discussing the problems of the speech partner, communication conditions, etc.). This novelty of the material used (its information), and the novelty of the organization of the lesson (its species, forms), and a variety of methods of work. In these cases, students do not receive direct instructions to remember — it becomes a byproduct of speech activity with the material (involuntary memorizing). – Personal orientation of communication. Everyone is different and their natural properties (capabilities), and the ability to carry out training and speech activity, and the characteristics as a person: experience (everyone has his own), the context of the activities (in each student a set of activities, which is engaged and which are the basis of the relationship with other people), a set of specific feelings and emotions (one is proud of the city, and the other — no), their interests, their status (position) in a group (class). Communicative learning involves consideration of all of these personal characteristics, for only in this way can be a way

of communication: due to the communicative motivation, provide focused speaking, formed relationships, etc. – The collective interaction. It is a way to organize the process in which students actively communicate with each other and the condition that success of each student is the success of other ones. – **Modeling.** The volume of regional geographic and linguistic knowledge is very large and cannot be learned in school courses. It is therefore necessary to select the amount of knowledge that will be required to present the country's culture and language system in a concentrated, as a model. [4, p. 67] As can be seen from the above, the communicative English language learning technology is the most effective. At the school level, it is necessary to lay the foundation of English language is a communication tool that allows you to move from consideration of the English language as an object of study to use it in practice   as   a   useful   tool.

Learning a foreign language as a practical means of intercultural communication requires a broad introduction of advanced technologies to change the paradigm of foreign language education by involving students in active cognitive activity in the target language. The choice of educational technologies in order to achieve the goals and objectives set out in the framework of discipline «Foreign Language» is due to the need to generate in students a set of general cultural competences needed for the implementation of interpersonal interaction and collaboration in terms of intercultural communication, as well as to ensure the required quality of education at all its stages. Forms and techniques used to teach English, competence and implement student-activity approach, which, in turn, contribute to the formation and development of multicultural language personality, capable of providing a productive dialogue with other cultures; students ability to carry out different activities using English; readiness of students to self-development and self-education, as well as contribute to the creative potential of the individual to exercise their professional duties. Using a variety of forms and methods of teaching in their practice based on the study of literature in pedagogy and psychology, I realized

that in artificial language environment for teaching a foreign language cannot do without a game method. It has been used successfully as an independent method for the development of specific topics, as part of some other method, as well as the whole or part of the lesson. Phonetic skills practiced in tongue twisters, short thematic rhyme. The use of games (phonetic, spelling, grammatical, and lexical) allows you to do boring work more interesting and exciting for the students. Independence in decision speech tasks in individual forms of work, quick response in dealing with the group forms, the maximum mobilization speech skills all the characteristic qualities of the speech skills manifested during the games.

In the game everything is the equal. It is virtually feasible for every student, even one that does not have enough solid knowledge of the language. Moreover, the student with weak language can become the first in the game: resourcefulness and ingenuity here are sometimes more important than the knowledge of the subject. The sense of equality, passion and joy atmosphere, a sense of affordability jobs — all this allows the student to overcome shyness, interfering freely use the word in a foreign language speech, reduced fear of error, it has a beneficial effect on learning outcomes. The main functions of the gaming activities in the learning process are: training, educational, entertainment, communication, relaxation, psychological and develop. [1, p.3–7] One way to activate students in the learning of foreign languages is a project method, when the student independently plans, creates, protects the project, i.e., actively involved in the process of communicative activity. Training project — a complex search, research, accounting, graphics and other types of work carried out by students on their own with a view to the practical or theoretical solution of a significant problem. The main objectives of the project method are as follows: 1) Self-expression and self-improvement of students, increase learning motivation, the formation of cognitive interest; 2) The implementation in practice of acquired skills, language development, ability to competently and convincingly present the study

material, to lead the discussion debate; 3) Demonstrate the level of culture, education, social maturity. [2, p. 3–12]

Project method helps to develop language and intellectual skills, strong interest in language learning, the need for self-education. In the end, it is expected to achieve communicative competence, i.e. a certain level of language, regional studies, socio-cultural knowledge, communication skills and language skills that allow for foreign language communication. The implementation of the project and research methods in practice leads to a change in the position of teacher. From media ready knowledge he turns to the organizer of cognitive activity, from an authoritative source of information the teacher becomes an accomplice of the research, the creative cognitive process, mentor, counselor, organizer of the independent activities of the students. Analyzing the application of a method of projects in the modern school, I believe that this is one of the most powerful incentives for motivation of learning foreign languages, the most creative activity, as work on the project involved all students, regardless of ability level and language training. They put into practice the knowledge acquired and generated speech skills, creative rethinking and multiplying. In addition, the problem and the variety of forms and types of this technology requires an interdisciplinary connections that allow the student to give a vivid picture of the world in which he lives, the relationship of phenomena and objects, mutual assistance, of the diversity of the material and artistic culture. The main focus is on the development of figurative thinking, understanding of causality and logic of events, self-realization and self-expression, not only students but also teachers. I used in the various types of projects: creative, informational, practice-oriented, and others. According to the concept of the subject «Foreign Language», one of the basic tasks which ensures the implementation of the social order, attributed the development of abilities to understand the culture, lifestyle and thoughts of other people; ability to communicate in the communication process their own thoughts and feelings. In my opinion, this provision could prove such an activity in the classroom, how to work with the song.

The song, being the product of a brief poetic in condensed form, reveals a certain topic, it carries a certain potential for the development of social competence of students. Based on the work with the song develop oral language skills, are formed skills of perception of foreign speech at the hearing; creates conditions for the development of skills of using authentic musical material, improving linguo-cultural, socio-psychological and cultural knowledge, the formation of a positive attitude to foreign language and culture of another people, the development of ideas about the achievements of the English-language music. [5, p. 3–10] Authentic song, being an important element of the language, deserves attention and is one of the means to increase interest as a country to learn the language and to the language itself. The selection of songs should follow certain principles: the song is to be authentic, must be appropriate to the age, interests and level of students' language and should correspond to the topics of curriculum. It should also be remembered that not only is interesting lyrics, but the music itself, which can create a good creative atmosphere in the classroom, to stimulate the imagination of students. Thus, I practice a lesson on work was carried out with the song Celine Dion «A new day has come!». Thus, we can conclude that the integrated use in the educational process of all the above-mentioned technologies stimulate the personal, intellectual activity, develop cognitive processes that contribute to the formation of competencies, which must have a future specialist.

Questions for discussion:

1. What are the main principles of the organization of training content of using the communicative method?

2. What is the one way to activate students in the learning of foreign languages?

3. How does project method help to develop language and intellectual skills?

4. What kind of methods can you suggest to improve communicative competence?

THEME 4: To'rt til ko'nikmasini integrallashgan holda o'qitish
(Listening, speaking, reading va writingni uyg'unlashtirgan dars dizayni, task-based va content-based yondashuvlar)

The principles [of TBLT] are ones to which most language teachers and students subscribe in their everyday lives – principles that need not be forgotten in the classroom. They include educating the whole person, learning by doing, rationalism, free association, learner-centeredness, egalitarian teacher–student relationships, and participatory democracy …' (Long, 2015, p. 9).

GOALS

This section focuses on the main principles of task-based language teaching (TBLT), and addresses challenges faced by teachers in the Uzbek context.

Learning outcomes:

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

A.) relate the principles of task-based language teaching to your own teaching context;

B.) reflect on the challenges you face and search for ways to address them; and,

C.) apply the principles of task-based language teaching to develop your lesson plan.

Lead in:

Time: 10 min.

INTRODUCTION AND OVERVIEW

This section focuses on defining and explicating TBLT in Uzbekistan. It starts with a short vignette about the challenges of implementing TBLT. Then, the key concepts section will display TBLT's definition, roles of language teacher and learners, and the task cycle. The TBLT lesson structure will be also discussed.

Think about the following:

1) What is a task for language teaching and learning?

2) What do you know about the task cycle?

3) What does learner engagement mean to you? What is the role of a teacher in a TBLT classroom?

4) What do you need to know to effectively use TBLT in your classroom?

Activity 1. Case study (group work)

Objectives: to study the case and give solutions

Time: 20 min.

Material: Handout 1

Procedure: Divide the group into 4 subgroups. Give them handout 1. Ask them to read the case and answer the questions given below.

Handout 1

UZBEK VIGNETTE

An English language expert arrived in Uzbekistan in 2017 to examine and provide recommendations for the improvement of the National In-Service Language Teacher Education Program in Tashkent. This program provided university language teachers with recent language teaching methodological discussions, and provided teachers up-to-date information about best practices for language teaching, which included using tasks and TBLT. The TBLT discussions were well-received by the teachers and many people said they were going to incorporate TBLT into their language classes. However, after observing ten teachers across the Republic, it was clear to the English language expert that the university teachers did not use TBLT as they had said they would. Additionally, they did not give tasks for group work or pair work, and they mostly utilized the exercises from their course books. Mostly, in all the observed lessons, students were bored doing those exercises. There was a disconnect between what was taught in the training and what the teachers did in their classes.

REFLECTION

Think about the case above. What could be the disconnect between what was taught in the training and what the teachers did in their classes? What do you think are some solutions?

Activity 2.

KEY CONCEPTS

Objectives: to raise students awareness on key concepts of TBLT.

Time: 40 min.

There are three key concepts in this section: task characteristics; task cycle; and, teacher's role during the task cycle. We will explain aspect below.

Nunan explained that TBLT is about "setting specific tasks for students so that they act as if they were using the language in real life" (as cited in Munira &

Ferdousi, 2012, p.98). The TBLT educational framework focuses on using authentic language through meaningful tasks (e.g., a visit to a doctor; having a telephone conversation with a hotel manager). Thus, we find it important to situate TBLT among other teaching methods. TBLT is a branch of CLT as Communicative Language Teaching is a broad umbrella term (Harmer as cited in Littlewood, 2013, p. 3).

Task Characteristics. There are four main characteristics of tasks: (1) meaning is primary; (2) there is a goal which needs to be worked towards; (3) task completion has some priority; and (4) there is a real-world relationship. Candlin suggests that tasks should contain inputs, roles, settings, actions, monitoring, outcomes and feedback; Shavelson and Sternlist the following elements which teachers should consider while designing a TBLT lesson: content, materials, activities, goals, students, social community (as cited in Munira & Ferdousi, 2012, p. 99)

Long (2015) discusses that "tasks are the real-world activities people think of when planning, conducting, or recalling their day. That can mean things like brushing their teeth, preparing breakfast, reading a newspaper, taking a child to school, responding to e-mail messages, making a sales call, attending a lecture or a business meeting, having lunch with a colleague from work, helping a child with homework, coaching a soccer team, and watching a TV program. Some tasks are mundane, some complex. Some require language use, some do not; for others, it is optional" (p. 6).

Task-Cycle. The TBLT lesson follows the following task cycle format: pre-task stage, task cycle stage and language focus stage (Willis, 1996). During the pre-task stage a teacher introduces the topic and explains the task. During the send stage of task cycle the learners complete the task and report it either in written or oral form. During the third stage of language focus teacher together with learners analyze the language used during the second stage and do more practice on some points, if necessary.
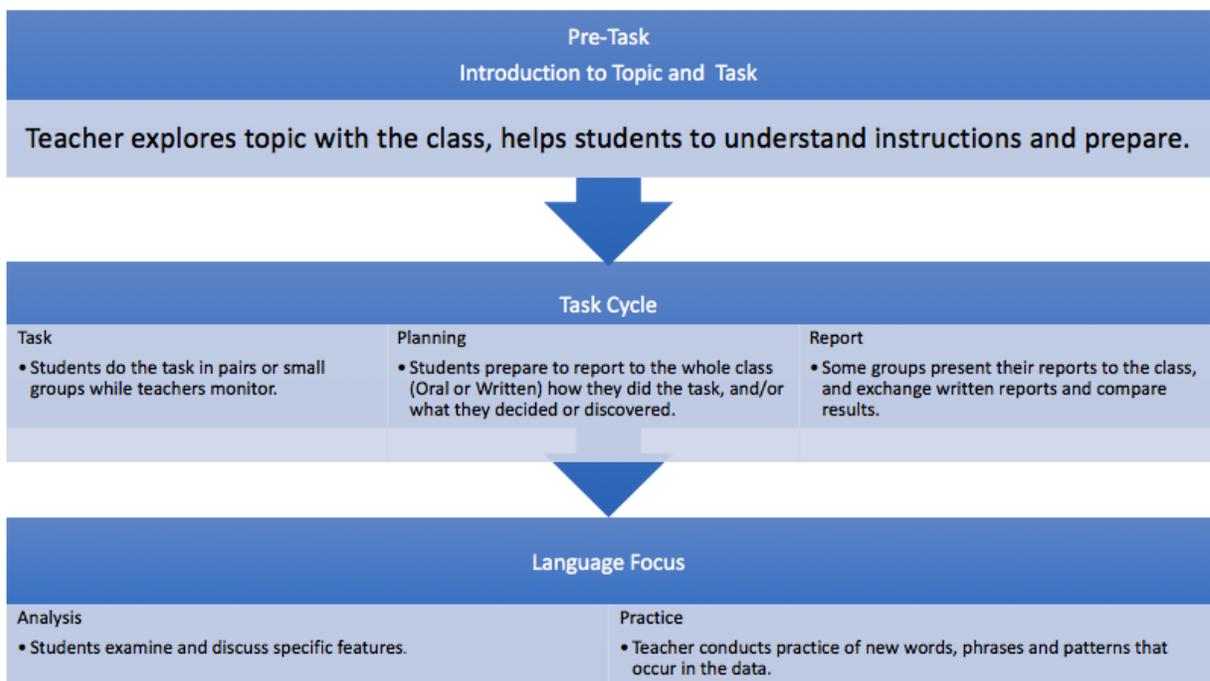
Pre-Task
Introduction to Topic and Task

Teacher explores topic with the class, helps students to understand instructions and prepare.

Task Cycle		
Task	**Planning**	**Report**
• Students do the task in pairs or small groups while teachers monitor.	• Students prepare to report to the whole class (Oral or Written) how they did the task, and/or what they decided or discovered.	• Some groups present their reports to the class, and exchange written reports and compare results.

Language Focus	
Analysis	**Practice**
• Students examine and discuss specific features.	• Teacher conducts practice of new words, phrases and patterns that occur in the data.

Figure *Seven*. Task Cycle (based on, Willis, 1996).

The effectiveness of the TBLT pedagogy is based on the learners' engagement during the whole lesson process. Philp and Duchesne (2016) describe the engagement "as a multidimensional construct that includes cognitive, behavioral, social, and emotional dimensions of engagement among second and foreign language learners in the classroom" (p.51).

Teacher's Role. The teacher's role during the TBLT lesson is different during each stage of a lesson. Willis (1996) provides detailed instructions for teachers' behavior during a TBLT lesson. After careful preparation before the lesson, a teacher should work hard "to set the scene in the introduction phase" by explaining the task and by giving necessary help (e.g., a listening track, or small reading text, or a short video). After it, during the task stage a teacher's role is of a **monitor.** Here, it is important "to stop teaching and stand back". Willis suggests not standing close to learners and just observing carefully how they are working in the groups. After the task stage has finished a teacher may give 1-2 short comments on learners' work. And then move on to the planning and reporting stage. Here it is important to give clear instructions on learners' further actions and preparations for their reporting. A teacher

becomes **a language advisor** during the planning stage. A teacher goes around and may correct some errors *selectively* only those which impede the meaning. During the next stage a teacher becomes **a chairperson** and helps to navigate the learners' reporting by "introducing the presentations, setting a purpose for listening and summing up at the end".

After understanding how TBLT works, we understand that it is a simple procedure. But this simplicity makes the approach genius. As they say, everything genius is simple. And the procedure is natural: all the processes in life follow this cycle: preparation, doing, performing and deeper practicing/analyzing (if necessary). So, this natural simple cycle, repeated during several lessons ensures the effective results: when learners internalize a language and really increase their speaking production.

TASK
Think about your classroom. Use the "Components of the Task-Based Learning Framework above" and explain how to teach Passive Voice or a specific language point of your choice?

Activity 3

SUMMARY

Time:10 min

The task-based language teaching approach emerged to suffice the needs of second/foreign language learners. It is widely used around the world in all possible contexts due to its simple structure and effective results. It is learner-centered and teacher-mediated. The lesson structure follows the task cycle format. The learners are

engaged in completing the tasks from cognitive, behavioral, social, and emotional perspectives, which facilitates language acquisition.

HOMEWORK TASK EIGHT

As explained in the key concepts section there are four main characteristics that constitute a 'task' in the TBLT framework: (1) meaning is primary; (2) there is a goal which needs to be worked towards; (3) task completion has some priority; and (4) there is a real-world relationship. Using the lesson from Homework Task One, explain if you use a true 'task' in the lesson. Thus, how does the task you identify use the four main characteristics. If not, please create a task that can be used for your Homework Task One and explain how it is a task using the four main characteristics.

RESOURCES

https://www.youtube.com/watch?v=5OLySXzZY-4 -Prof Rod Ellis on Task based Language Learning

https://www.youtube.com/watch?v=59XMhMO0FMU - Demo: Task-Based Learning - International TEFL Academy

https://www.youtube.com/watch?v=QLjyHh3LxmY&t=8s - Task Based Lesson - Teaching Vocabulary and Speaking Skills

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THEME 5: Zamonaviy baholash va refleksiya kompetensiyasi (Formativ va summativ baholash, rubrikalar, self va peer-assessment, o'qituvchining kasbiy refleksiyasi)

Plan:

1. Differences of testing, assessment, and evaluation;
2. The Assessment for Learning construct;
3. Ways to use self-, peer-, and continuous assessments

Keywords: formative and summative assessment; testing; assessment, evaluation; diagnostic assessment; self and peer-assessment.

Assessment is an inseparable part of teaching, influencing the decisions teachers make, the actions they take, and the suggestions they offer for student learning. Classroomassessment, specifically, refers to methods and procedures used by the language teacher for gathering, analysing, interpreting and using information about student's language abilities for decision making purposes. The terms often identified in the language assessment and testing literature to refer to assessment of students are formative and summative assessment. In this section, we focus on formative assessment or what isaccurately – and more recently – identified as Assessment for Learning (AfL). AfL is about assessments, both formal and informal, which provide information for teachers and students to identify the next steps for learning.

Think about the following:

1) How do student assessment results influence the way we teach, design syllabi,

and/or approach the language classroom context?

2) Should we involve students in the language testing and assessment process; if so, how?

UZBEK VIGNETTES

An English language teacher at a prestigious 'foreign language university' discussed assessment at her university. She explained the following:"I have observed that some teachers diagnose their student's language levels at the beginning of the course and some do not. One teacher explained the course she teaches does not need to be diagnosed as the content is new and therefore she simply begins by providing the planned input. My other colleague insists on checking students' language level (e.g., knowledge and skills) before providing any instructions. However, she struggles with choosing proper ways to learn about the student's abilities."

REFLECTION

Think about the case above. Are the issues raised in it familiar to you in your teaching context? How important is assessing students before a course begins? How do you think a teacher could gather information about students?

KEY CONCEPTS

There are eight key concepts in this section: testing; assessment; evaluation; Assessmentfor-Learning; diagnostic assessment; peer-assessment; self-assessment; and continuous assessment. We will briefly explain each one below.

Testing, Assessment, Evaluation. Before learning about any concepts in the field of language assessment and testing, a teacher should be cognizant of the differences among testing, assessment, and evaluation in order to use each in the right place in the right time. There are three popular terms in the literature that are sometimes misunderstood and used interchangeably. They are testing, assessment, and evaluation.However, each of these terms has a different meaning, scope, and function. A test is a specific technique for gathering information about students' knowledge or abilities while assessment is a broader process involving various ways of collecting data including the use of tests. Therefore, a test is a part and a means of assessment; it serves as a tool in thisprocess. Evaluation, in its turn, is the broadest concept out of the three, which encompasses both assessment and a test. It looks at the whole picture of teaching context and functions to make decisions based on the obtained evidence regarding the whole educational setting.

Assessment for learning: Why? How? When? Imagine a doctor and a patient situation: a doctor cannot start treating a patient until one does not learn about the background and the current health condition of the patient. Based on a diagnosis, the doctor then can decide what to start from and how to treat the patient. A doctor gathers information about his/her patient in order to make decisions for treating an illness. In the same manner teachers first need to gather

information about their students before commencing the learning process. Those teachers who immediately provide instructions may not be aware of learners' background knowledge and the strengths and weaknessesof their students, which could have an effect on what is taught. This is called Assessmentfor Learning. From its name, we can see that Assessment for Learning or more widely known as formative assessment is used with the intention to form knowledge, skills and competencies to develop further (Brown &Abeywickrama, 2010) and reach expected results. Information gathered through any assessment, even summative can be used formatively, thus determining what has been achieved, what needs more attention and how to remediate a certain issue. Theeffective implementation of Assessment for Learning depends on teachers' knowledge of its principles and techniques. It is important to consider the aim for a certain formative assessment instrument (what information is needed), the way in which the assessment is administered (what method is used) and finally actions to be taken afterwards (how the gathered information is then used to make changes in teaching and learning). Unfortunately, teachers tend to look at the students' results obtained at formal assessment period, however, every day of classroom communication is a source for teachers to make their decisions how to teach, where toremediate, and when to act on the issues identified.

Diagnostic assessment – is an act of gathering information which helps teachers identify learners' strengths and weaknesses with regards to course content (i.e., skills and knowledge) and is tied directly to the course syllabus. Diagnostic assessments are often used before teaching commences. Using diagnostic assessments can support a teacher's decisions about the content that will be taught as well as the approach of assessing that content. The focus of diagnosis is most important. For example, if you teach how to speak English during an interview, then, you should assess student's abilities during a spokeninterview. If the student writes a paragraph about themselves, then, you are measuring a different construct than the oral

interview – although the 'topic' might be similar. Diagnostic assessments need to match what is expected to be taught in the course syllabus. Thus, they can provide valuable data about what should be given more attention and what students already know, thus helping teachers to use class time efficiently. Gathering information about students can help teachers to modify the way in which they teach, influence the decisions made and prevent from the wrong focus and waste of time. At the same time, it is important that teachers are aware of what they need to look for when diagnosing and most importantly what to do with the data collected. Teachers should be able to communicate the results to students, administration and other stakeholders in the appropriate way, targeting improvement.

Self and Peer-assessment. One of the ways to involve students in assessment is using peer-assessment. Students can develop their own understanding of how to measure one's or others' knowledge. In other words, they become active participants of an assessment process and learn what they need to take into account when assessing themselves or their peers. For example, you might provide them with a set of questions and by answering students can realize where they are in their learning; what they know and what they need to learn more about. Then, at the end of the course you can provide the same measurement tool and learners can compare what they knew before and after the course. For example, below is a traditional assessment tool that a teacher can use before and after a course. Dr. Kathleen M. Bailey from the Middlebury Institute of

International Studies at Monterey used this self-assessment mechanism for her course on Language Assessment and Testing:

LANGUAGE ASSESSMENT AND TESTING SELF-ASSESSMENT

Name:_____Date:_____

Directions: Complete each of the following items by marking a "T" for True or an "F" for False.

_____ I understand and can explain the difference between direct, indirect, and semi direct tests.

_____ I understand and can explain the difference between norm-referenced and criterion-referenced tests

_____ I understand and can explain the difference between analytic, holistic, primary trait and objective scoring of writing (and speaking)…

She provided students with all the topics of the course and the learners marked T (true) or F (false) if they are (or not) able to understand and can explain the statements.

Then, at the end of the course Dr. Bailey provided the same handout to students and they re-filled it in. She then distributed the student's first comments with their last comments so that they can see if they grew in knowledge and skills during study.

In addition to self-assessments, you could also provide learners criteria to help them assess their colleague's work (i.e., peer-assessments). In the same way, students can look at each other' written works and/or observe them speaking and mark the performances by following the procedures set by a teacher. For example, if you teach a speaking class that focuses on giving speeches, you can provide a peer-assessment tool that could support the conclusion of a speech.

PEER-ASSESSMENT FOR SPEECHES, CONCLUSION

Speaker's Name:_____

1.) Does the author (speaker) signal the end of the speech?

2.) Is the central idea reinforced by one of the following:

Summarizing the main points; ending with a quotation; making a dramatic statement; or referring to the introduction?

1.) What are the positive qualities of the conclusion?

2.) What suggestions do you have for the author?

3.) Is the conclusion limited to 5-10 percent of the entire speech?

4.) Has the author worked on the language of the conclusion in detail?

By including peer-assessments, teachers support inclusive education, which enhances students' involvement and role in classroom assessment. Therefore, the two (i.e., self and peer-assessments) are important constituents in Assessment for Learning.

Continuous Assessment (CA) – involves a procedure of collecting evidence about students' knowledge and achievements throughout the course which then results in one final score at the end. CA is different from a final achievement test. The final test reflects student performance only at the end of the course under certain constrained conditions. One important features of continuous assessment is a form of assessment is that it allows teachers track the progress of students over a period. Another strong quality is that CA results are generated based on various instances, tasks, and activities allowing both teachers and students to check and recheck strengths and weaknesses. There are two ways of approaching continuous assessment in Uzbekistan: accumulation of scores to reach the final top and deduction of average results based on all the obtained scores. Teachers have an opportunity to choose which of the assessment instances will be recorded and which will not be; this choice can even be decided upon mutually, among teachers and students. When students are involved in the process, assessment can become less intimidating, as they know that they have numerous chances to improve their scores.

ACTION

(1) Please discuss the approaches to gather information described above by answering the following question: How do you think the approaches can support teaching and learning in your class?

(2) Also, using your own teaching syllabus, think of the ways you can gather information about your students. Explain to a colleague how you can use this information?

SUMMARY

Assessment for Learning provides opportunities for both teachers and students to form their further path in learning. Used purposefully and proactively, Assessment forLearning can bring about significant changes to all stakeholders involved in the assessments. It is important to remember that assessment never ceases; it exists in everything a teacher does; in other words, anything that is done before and during class sections can provide valuable information to a teacher to act upon.

HOMEWORK TASK ELEVEN

Based on what you have learned in this section, develop or choose an available diagnostic assessment tool that will measure the concepts you want to teach in the lesson plan that you chose in Homework Task. Thus, explain the brief diagnostic assessment you will use to measure the constructs BEFORE the class. Finally, explain how you will use the information to make informed decisions about your lesson plan (2 pages total).

IV. AMALIY MASHG'ULOTLAR MATERIALLARI

THEME 2: TEACHING LANGUAGE SKILLS.

Lesson goal and objectives

➕ To develop students' speaking and listening skills through task-based activities.

➕ To foster critical thinking and problem-solving abilities using content-based instruction.

➕ To integrate digital tools for vocabulary acquisition and grammar practice.

➕ To create a positive and inclusive learning environment that encourages participation.

Communicative Language Teaching (CLT) remains a cornerstone of modern language instruction. CLT prioritizes real-life communication over rote memorization, focusing on meaningful interaction and fluency. For example, role-playing scenarios such as ordering food in a restaurant or conducting a job interview allow students to practice language in context. According to Rashov (2024), CLT not only improves linguistic competence but also builds learners' confidence in using the language spontaneously.

Task-Based Language Teaching (TBLT) is an extension of CLT, emphasizing the completion of meaningful tasks as the primary vehicle for language learning. In a lesson, students might be asked to plan a trip or solve a problem collaboratively, using the target language to negotiate and communicate. Amanov (2023) highlights that TBLT promotes critical thinking and teamwork, making it particularly effective for intermediate learners who are transitioning from basic to advanced proficiency.

Content-Based Instruction (CBI) integrates language learning with subject matter, such as history, science, or literature. For instance, a lesson on environmental

issues might involve reading an article on climate change, followed by a group discussion and a presentation. This approach not only enhances language skills but also expands students' knowledge in other disciplines. Ataboyev and Tursunovich (2023) argue that CBI fosters deeper cognitive engagement, as learners focus on content rather than isolated language structures.

Technology has significantly enhanced communicative language teaching methods. Online platforms, such as language learning apps and virtual exchange programs, provide students with additional opportunities to practice authentic communication. Digital tools facilitate interaction with native speakers and allow for real-time feedback, making language acquisition more dynamic and immersive. The integration of artificial intelligence and adaptive learning systems has also personalized the learning experience, ensuring that students receive targeted support based on their needs.

Assessment in communicative language teaching differs from traditional testing methods. Instead of focusing solely on grammar and vocabulary quizzes, CLT emphasizes performance-based evaluations, such as presentations, group projects, and discussions. These assessments measure a student's ability to use the language effectively in real-world situations, ensuring that their communicative competence develops alongside linguistic accuracy. By focusing on practical language use, this approach prepares learners for real-life interactions in academic and professional settings.

Despite its advantages, CLT faces challenges in implementation. One major difficulty is the need for skilled teachers who can create interactive and meaningful learning experiences. Additionally, large class sizes and limited resources can make it challenging to provide personalized feedback and facilitate authentic communication. Some educators also struggle with balancing communicative activities with the need for explicit grammar instruction. Adapting CLT to different learning contexts is crucial for its success.

A key strength of CLT is its adaptability to different cultural and linguistic contexts. Teachers can modify communicative tasks to suit their students' needs, incorporating elements of their native language and cultural background to enhance engagement. By acknowledging learners' experiences and preferences, CLT fosters a more inclusive and student-centered learning environment. When combined with culturally relevant materials, CLT becomes even more effective in motivating learners and helping them connect language learning to their daily lives.

The integration of technology into language instruction has dramatically transformed the way languages are taught. Tools like language learning apps, such as Duolingo and Quizlet, virtual reality (VR) environments, and online collaboration platforms like Zoom and Google Classroom, have revolutionized the educational landscape. These tools offer immersive and interactive learning experiences that go beyond traditional methods. Boboxo'Jayev (2022) highlights that online platforms make language learning more flexible and accessible, particularly for those who are unable to attend in-person classes. For example, a VR simulation of a marketplace allows students to practice bargaining and purchasing items in the target language, offering a realistic, hands-on experience that enhances learning.

Interactive methods, which promote active participation and collaboration, are another key component of modern language teaching. These methods include group discussions, peer feedback, and project-based learning. According to Rustamov and Mirza ogli (2023), such methods foster a dynamic classroom environment where students can learn from one another. For example, a group project to create a travel brochure for a foreign country requires students to work together to research, write, and present their ideas. This collaborative approach not only helps improve linguistic skills but also nurtures social and teamwork abilities, which are valuable in both academic and professional settings.

Creating a positive and inclusive classroom environment is crucial for effective language learning. Rustamova (2023) suggests that teachers can enhance the learning

experience by using strategies like positive reinforcement, culturally responsive teaching, and authentic materials. By incorporating elements from the target culture, such as music, films, and literature, teachers can make lessons more engaging and relatable. This approach fosters a sense of connection between students and the language they are learning, making the material feel more relevant and enjoyable. It also promotes cultural understanding, which is essential for comprehensive language acquisition.

Despite the many advantages of modern teaching methods, there are also several challenges that can hinder their effective implementation. One of the key obstacles is the varying proficiency levels of students. Not all learners are at the same level of language ability, which can create difficulties in planning and delivering lessons that are appropriate for everyone. Abdullaev (2021) suggests that differentiated instruction can be a solution to this problem. By tailoring lessons to meet the diverse needs of students, teachers can ensure that each learner is engaged and appropriately challenged.

Another challenge is the limited access to technology. While technology-enhanced learning tools can be highly effective, not all students have the resources to access them. This digital divide can create inequities in learning opportunities. Abdullaev (2021) advises that teachers and institutions find ways to bridge this gap, whether through providing access to devices, offering offline resources, or creating low-tech alternatives for students who may not have reliable internet access.

Resistance to change is another common barrier to the adoption of modern teaching methods. Some educators may be reluctant to move away from traditional, lecture-based instruction, especially if they are unfamiliar with newer technologies or methods. Professional development opportunities are essential to help teachers stay up to date with innovative practices. By attending workshops, conferences, and training sessions, educators can gain the confidence and skills needed to incorporate modern techniques into their teaching.

Modern approaches to foreign language instruction, such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content-Based Instruction (CBI), and technology-enhanced learning, provide a wealth of strategies for developing students' linguistic and communicative skills. These approaches emphasize active participation, collaboration, and immersion, which are key to helping students acquire a functional command of the language. By integrating these methods, teachers can create engaging and effective lessons that are both enjoyable and educational.

The integration of technology further enhances these approaches, allowing for more flexible and accessible learning opportunities. Online platforms, VR simulations, and collaboration tools can create immersive environments where students can practice language skills in authentic contexts. This makes learning more engaging and prepares students for real-world situations where they will need to use their language skills.

In addition to the use of technology, creating a positive and inclusive classroom atmosphere is essential for student success. Teachers who employ strategies like culturally responsive teaching and positive reinforcement can foster an environment where students feel valued and motivated. By incorporating authentic materials from the target culture, teachers can create a learning experience that feels both relevant and meaningful to students.

However, challenges such as varying proficiency levels, limited access to technology, and resistance to change must be addressed to ensure the successful implementation of modern teaching methods. Differentiated instruction, professional development, and strategies to bridge the digital divide can help overcome these barriers. By addressing these challenges, educators can create more equitable and effective learning experiences for all students.

Activity 1: Task-based role play (speaking and listening skills)

Objective:

To develop students' speaking and listening skills by engaging them in task-based activities that require problem-solving and critical thinking.

Duration: 45 minutes

Instructions:

Introduction (5 minutes):

Begin by explaining the task-based learning approach and its focus on real-life tasks to encourage meaningful language use. Introduce the role-play activity, where students will work in pairs or small groups to simulate a scenario that involves problem-solving or decision-making.

Scenario Setup (5 minutes):

Provide students with a specific scenario related to their field of study or daily life, such as:

A customer service representative dealing with a dissatisfied client.

A team of colleagues discussing how to improve a project.

A group of friends deciding on a vacation destination.

In each case, students will need to negotiate, present their points of view, and listen actively to others' perspectives.

Preparation (5 minutes):

Assign students roles within the scenario and give them 5 minutes to prepare their arguments or responses. Encourage them to focus on the vocabulary and phrases relevant to the situation. Students should also consider potential responses they may need to listen for during the interaction.

Role Play (20 minutes):

Have students perform their role plays in pairs or small groups. Each role play should last about 10 minutes. As students are performing, circulate the room to provide support, especially if students are struggling with pronunciation, fluency, or comprehension.

Group Reflection (5 minutes):

After the role plays, bring the class together for a reflection. Ask the students to discuss:

What challenges they faced during the task.

How they overcame difficulties in communication.

What vocabulary or language structures they found useful in the activity.

Peer Feedback (5 minutes):

Allow students to provide peer feedback on each other's performance, focusing on effective communication strategies, use of language, and listening skills.

Students will be assessed based on their participation, fluency, vocabulary use, and ability to maintain the role during the task. Peer feedback will also be considered in the assessment.

Activity 2: Content-based problem solving (listening and critical thinking)

Objective:

To foster critical thinking and problem-solving abilities through content-based instruction while developing listening comprehension.

Duration: 40 minutes

Instructions:

Introduction (5 minutes):

Begin by explaining content-based instruction (CBI) and its focus on using subject matter content (e.g., science, history, business) as a vehicle for language learning. Inform students that they will listen to a short audio clip or video related to a real-world issue or problem.

Listening Activity (10 minutes):

Play an audio recording or video clip (3-5 minutes long) that addresses a relevant issue. For example:

A podcast discussing environmental challenges.

A news report about a technological innovation.

A TED talk on a recent scientific breakthrough.

As students listen, they should take notes on key points, such as:

What is the main issue or problem being discussed?

What solutions are proposed, and what challenges are highlighted?

What vocabulary or phrases are used to describe the problem and solutions?

Discussion and Problem Solving (15 minutes):

After listening, divide the students into small groups and give them a set of follow-up questions that require them to discuss the problem, analyze the solutions, and offer their own perspectives. Questions could include:

Do you agree with the proposed solution? Why or why not?

What other solutions can you think of to address the issue?

What are the potential challenges of implementing the proposed solution?

Encourage students to use the new vocabulary they encountered during the listening activity to support their arguments.

Group Sharing (5 minutes):

Have each group share their discussion points with the whole class. Facilitate a brief class-wide discussion where students can compare their perspectives and deepen their understanding of the topic.

Reflection (5 minutes):

Ask students to reflect on how the task improved their listening skills and helped them think critically about real-world issues. Encourage them to consider how content-based instruction can be applied to other language learning contexts.

Students will be assessed based on their listening comprehension, participation in the discussion, and ability to analyze and critically evaluate the issue. Vocabulary usage and fluency in expressing their opinions will also be considered.

Activity 3: Digital vocabulary and grammar quiz (vocabulary acquisition and grammar practice)

Objective:

To integrate digital tools for vocabulary acquisition and grammar practice while ensuring active participation from students.

Duration: 40 minutes

Instructions:

Introduction (5 minutes):

Introduce the activity by explaining that students will be using a digital platform (such as Quizlet, Kahoot!, or Google Forms) to practice new vocabulary and grammar structures related to the lesson. Explain that digital tools make learning more engaging and provide immediate feedback to help students understand their mistakes.

Preparation (5 minutes):

Briefly review the target vocabulary and grammar points that will be covered in the quiz. This could include specific terms from the current theme, such as vocabulary related to language acquisition theories, or grammar structures such as conditionals, modals, or past tenses.

Digital Quiz (20 minutes):

Have students participate in a quiz on the digital platform of your choice. The quiz should include a variety of question types, such as:

Multiple-choice questions to test vocabulary knowledge and understanding of grammar structures.

Fill-in-the-blank exercises for grammar practice, where students complete sentences with the correct form of a word.

Matching activities for vocabulary acquisition, where students match words with their definitions or images.

Short answer questions to test understanding of key concepts, such as the definition of key language acquisition theories or techniques.

Review and Discussion (5 minutes):

After the quiz, review the correct answers with the class. Encourage students to ask questions about any mistakes they made during the quiz and provide clarification on difficult grammar points or vocabulary.

Reflection (5 minutes):

Ask students to reflect on how using a digital tool for vocabulary and grammar practice helped them engage more actively with the lesson. Have them discuss whether they found the immediate feedback from the tool useful for improving their understanding.

Students will be assessed based on their performance in the quiz, paying attention to their ability to apply the target vocabulary and grammar correctly. Active participation in the review and reflection stages will also be considered.

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THEME 3: THE ROLE OF TECHNOLOGY IN TEACHING LANGUAGE.COGNITIVE DEVELOPMENT OF THE LANGUAGE.

Lesson goal and objectives

The primary goal of this lesson is to explore the transformative role of artificial intelligence (AI) in language teaching and learning. By the end of the lesson, students will be able to:

♣ Understand the theoretical foundations of AI applications in language education.

♣ Identify key AI tools and technologies used in language teaching.

♣ Analyze the benefits and challenges of integrating AI into language learning environments.

♣ Evaluate the effectiveness of AI-driven methods in enhancing communication skills and language proficiency.

This lesson is designed for advanced-level students, particularly those studying education, linguistics, or language teaching methodologies. It assumes a basic understanding of educational technology and language acquisition theories.

Artificial intelligence has emerged as a revolutionary force in education, particularly in language teaching. AI technologies, such as natural language processing (NLP), machine learning (ML), and speech recognition, have enabled the development of intelligent tutoring systems, automated assessment tools, and personalized learning platforms (Huang et al., 2023). These advancements have transformed traditional language teaching methods, making learning more interactive, adaptive, and accessible.

One of the most significant contributions of AI to language education is its ability to personalize learning experiences. AI-powered platforms, such as Duolingo and Babbel, use adaptive algorithms to tailor lessons to individual learners' needs, preferences, and proficiency levels (Sun et al., 2021). For instance, if a learner

struggles with verb conjugations, the system can provide additional exercises and feedback to address this specific challenge. This personalized approach not only enhances learning outcomes but also keeps students motivated and engaged.

AI has also played a pivotal role in developing learners' communication skills. Tools like speech recognition software and conversational agents (e.g., chatbots) allow students to practice speaking and listening in a low-pressure environment. For example, AI-driven chatbots can simulate real-life conversations, providing instant feedback on pronunciation, grammar, and vocabulary usage (Rusmiyanto et al., 2023). Such tools are particularly beneficial for learners who lack access to native speakers or immersive language environments.

AI-powered automated assessment tools have significantly improved the efficiency and accuracy of language evaluation. Traditional grading methods are often time-consuming and subjective, whereas AI-based assessment systems provide immediate and consistent feedback on students' writing and speaking skills (Ma, 2021). These tools analyze various linguistic aspects, such as coherence, fluency, and grammatical accuracy, helping educators identify students' strengths and areas for improvement.

Another notable application of AI in language teaching is the integration of virtual and augmented reality technologies. AI-driven virtual learning environments create immersive experiences that allow students to engage with language in context. For instance, learners can practice English in a simulated marketplace or interact with historical figures in a virtual setting (Alqahtani et al., 2023). Such experiential learning methods enhance retention and comprehension, making language acquisition more effective and enjoyable.

AI has also contributed to the expansion of language learning opportunities beyond traditional classroom settings. Online intelligent teaching platforms, powered by AI, offer self-paced learning experiences that cater to diverse learning styles and schedules (Sun et al., 2021). These platforms enable students to access high-quality

language instruction regardless of geographical or economic barriers, promoting inclusivity in education.

AI is transforming the role of educators by providing them with valuable data and insights into student progress. AI-driven analytics can track learning patterns, detect difficulties, and suggest targeted interventions to optimize teaching strategies (Chen et al., 2022). This data-driven approach allows teachers to focus on areas that require human expertise, such as fostering creativity and critical thinking in language use.

Despite its numerous advantages, the integration of AI in language education also presents challenges. Ethical concerns, data privacy issues, and the risk of over-reliance on technology are key considerations that need to be addressed (Alam, 2021). Additionally, AI-based systems may lack the cultural and contextual understanding that human educators provide, necessitating a balanced approach that combines AI capabilities with traditional teaching methods.

Future developments in AI are expected to further enhance language teaching by incorporating more advanced natural language understanding and adaptive learning techniques. Researchers continue to explore ways to make AI systems more intuitive and context-aware, improving their ability to facilitate meaningful language interactions (Liang et al., 2023). These advancements hold the potential to revolutionize language education, making it more efficient, engaging, and accessible to learners worldwide.

AI is reshaping language education by offering personalized learning experiences, improving communication skills, enabling immersive learning, and enhancing assessment methods. While challenges remain, the benefits of AI in language teaching are substantial, and its continued development will likely bring even greater innovations to the field. Educators must embrace AI as a complementary tool, leveraging its strengths while maintaining the human touch essential for effective language learning.

Another critical application of AI in language teaching is automated assessment. AI systems can evaluate written and spoken language with remarkable accuracy, providing detailed feedback on grammar, syntax, and coherence (Chen et al., 2022). For instance, platforms like Grammarly use NLP to analyze text and suggest improvements in real-time. This immediate feedback helps learners identify and correct errors more efficiently, fostering a deeper understanding of the language.

AI has also facilitated the creation of immersive learning environments through virtual reality (VR) and augmented reality (AR). These technologies enable learners to practice language skills in simulated real-world scenarios, such as ordering food in a restaurant or navigating a foreign city (Ma, 2021). By combining AI with VR, educators can provide students with authentic, context-rich experiences that enhance both linguistic and cultural competence.

Despite its numerous benefits, the integration of AI in language education is not without challenges. One major concern is the potential for algorithmic bias, which may lead to unequal or inaccurate assessments of learners' abilities (Alam, 2021). Additionally, over-reliance on AI tools may diminish the role of human teachers, who provide essential emotional support and cultural insights. Educators must therefore strike a balance between leveraging AI technologies and maintaining the human touch in language teaching.

While AI can automate many aspects of language teaching, the role of teachers remains indispensable. Educators must act as facilitators, guiding students in the effective use of AI tools and interpreting the data generated by these systems (Liang et al., 2023). For example, teachers can use AI-generated analytics to identify common learning gaps and design targeted interventions. By combining their pedagogical expertise with AI's capabilities, teachers can create more dynamic and effective learning environments.

Another advantage of AI in language education is its ability to support multilingual learning. AI-powered translation tools and multilingual chatbots help

learners engage with multiple languages simultaneously, promoting a deeper understanding of linguistic structures and cultural nuances (Alqahtani et al., 2023). This fosters a more inclusive approach to language learning, catering to students with diverse linguistic backgrounds.

AI contributes to the development of self-directed learning. Intelligent tutoring systems and adaptive learning platforms empower students to set their own pace and monitor their progress through data-driven insights (Sun et al., 2021). This autonomy enhances learner motivation and encourages lifelong learning habits, which are essential in mastering a language.

Ethical considerations surrounding AI in education also include concerns about data privacy and security. AI systems collect vast amounts of student data to personalize learning experiences, raising questions about how this information is stored, used, and protected (Huang et al., 2023). Institutions must implement strict data protection policies to ensure the ethical use of AI in language education.

Collaboration between AI developers, educators, and policymakers is crucial to maximizing AI's potential in language learning. By working together, these stakeholders can refine AI applications to better meet the needs of students while addressing ethical and pedagogical concerns (Chen et al., 2022). This interdisciplinary approach ensures that AI remains a beneficial and responsible tool in language education.

The future of AI in language education looks promising, with ongoing advancements in large language models (LLMs) and generative AI. Tools like ChatGPT are already being used to generate practice exercises, simulate conversations, and provide instant translations (Alqahtani et al., 2023). As these technologies continue to evolve, they will likely offer even more sophisticated and nuanced support for language learners.

In conclusion, artificial intelligence has profoundly impacted the language teaching process, offering personalized learning experiences, enhancing

communication skills, and providing automated assessment and feedback. However, its successful integration requires careful consideration of ethical issues and the continued involvement of human teachers. By embracing AI as a complementary tool rather than a replacement, educators can harness its potential to create more inclusive, engaging, and effective language learning environments.

Activity 1: AI tool exploration and evaluation (group activity)

Objective:

To enable students to understand and evaluate different AI tools used in language teaching, while analyzing their benefits and challenges in improving language proficiency and communication skills.

Duration: 45 minutes

Instructions:

Introduction (5 minutes):

Provide a brief overview of the role of AI in language teaching, emphasizing the potential benefits such as personalized learning, immediate feedback, and scalability. Mention specific AI tools such as Duolingo, Babbel, Google Translate, Grammarly, and speech recognition software.

Group Assignment (5 minutes):

Divide students into small groups of 3-4. Assign each group one AI tool or technology (e.g., Duolingo, Grammarly, speech recognition software) to investigate. Provide students with a set of guidelines for their research:

What does the AI tool do? (e.g., grammar checking, language practice)

How does it use artificial intelligence to improve language learning?

What are the strengths and limitations of this tool for language learners?

Who is the target audience for this tool (e.g., beginners, intermediate learners, advanced learners)?

Research and Analysis (15 minutes):

Each group will spend time researching their assigned AI tool using online resources. They should focus on the features, benefits, challenges, and effectiveness of the tool in enhancing language learning. Encourage students to test the tools if possible (e.g., using a free version or demo).

Group Presentation (15 minutes):

After researching, each group will present their findings to the class. Each group should address the following:

A description of the AI tool and its primary function.

Key benefits of using this tool in language teaching.

Challenges or limitations associated with the tool.

How the tool could be integrated into a language learning curriculum. After the presentation, encourage other students to ask questions and discuss the various tools.

Class Reflection (5 minutes):

After all groups have presented, lead a brief class discussion about the general implications of AI in language learning. Focus on the overall effectiveness of AI tools, how they complement traditional teaching methods, and what limitations should be considered when incorporating them into a language curriculum.

Students will be assessed on their ability to analyze and present information clearly, their critical thinking in evaluating AI tools, and their engagement in the class discussion.

Activity 2: Debate on the future of AI in language learning (class discussion)

Objective:

To stimulate critical thinking and discussion about the role of AI in the future of language learning by evaluating its potential benefits and challenges.

Duration: 40 minutes

Instructions:

Introduction (5 minutes):

Briefly explain the importance of AI in transforming various fields, particularly education. Introduce the idea of a debate where students will take on different perspectives regarding the future of AI in language teaching. They will need to consider both its advantages and possible drawbacks.

Debate Preparation (10 minutes):

Divide the class into two groups:

Group 1: Argue that AI will revolutionize language learning, providing immense benefits such as personalized learning paths, 24/7 availability, and scalability.

Group 2: Argue that AI poses potential challenges such as reducing human interaction, over-reliance on technology, and limited adaptability to individual learning needs.

Give each group 10 minutes to research their stance and prepare arguments. They can use online sources or their prior knowledge to back up their points.

Debate (20 minutes):

Conduct the debate with the following structure:

Group 1 presents their arguments (5 minutes).

Group 2 presents their arguments (5 minutes).

Open the floor for rebuttals (5 minutes).

Conclude with each group summarizing their position (5 minutes).

Post-Debate Reflection (5 minutes):

After the debate, ask the students to reflect on the following questions:

Which arguments from the debate were the most convincing and why?

How can AI be integrated into language learning without replacing the human element?

What role do language teachers play in an AI-enhanced learning environment?

Students will be assessed on their ability to present well-researched arguments, engage in thoughtful rebuttals, and demonstrate critical thinking about the implications of AI in language education.

Activity 3: Designing an AI-enhanced language lesson plan (individual activity)

Objective:

To help students apply their understanding of AI tools and language teaching principles by creating an AI-integrated language lesson plan.

Duration: 45 minutes

Instructions:

Introduction (5 minutes):

Introduce the concept of AI-enhanced lesson planning. Explain that students will design a lesson plan for a specific language skill (e.g., listening, speaking, writing, or grammar) using an AI tool. The goal is to integrate AI in a way that enhances learning and addresses the challenges of traditional teaching methods.

Lesson Plan Design (25 minutes):

Have students create a detailed lesson plan that includes:

Learning Objective: Define a clear language goal for the lesson (e.g., "Students will be able to use past tense verbs in storytelling").

AI Tool Integration: Select an AI tool that will help achieve this objective. For example, they might use a speech recognition tool for pronunciation practice, a grammar correction app for writing exercises, or an AI-powered language exchange platform for speaking practice.

Lesson Activities: Outline the activities in the lesson, ensuring they incorporate the AI tool effectively. Include specific instructions for how students will interact with the AI tool and how the AI feedback will be used to improve language skills.

Assessment: Describe how students' progress will be assessed (e.g., through automated quizzes, peer feedback using AI-generated suggestions, or teacher assessment after an AI-assisted task).

Reflection: Briefly explain how the AI tool enhances the learning experience and addresses any challenges it may help overcome.

Presentation and Feedback (15 minutes):

Ask students to share their lesson plans with the class. Each student should present their lesson, explaining how the AI tool is integrated and how it enhances the learning process. After each presentation, encourage peer feedback focusing on the effectiveness of AI integration and potential improvements.

Students will be assessed on the creativity and practicality of their lesson plans, the effectiveness of AI integration in supporting language learning, and their ability to communicate their ideas clearly.

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CASE 1: OVER THEIR HEADS

Designing and adapting materials and teaching English for specific purposes by Richard Watson Todd

Kim had been working at a private language school in a small town in Spain for nearly 18 months now, and planned to continue for another six months before she went back to the UK to look for something more permanent. The school, like the town, was small, and nearly all the courses were for adolescents. Although Kim still enjoyed the classes full of vibrant teenagers, recently she had been growing a bit bored with the lack of variety and was on the lookout for a new challenge to revitalise her teaching. When David came to talk to her about a small hi-tech company which had contacted the school about in-company classes, she felt that this might be the challenge she needed.

David was the Director of Studies at the school and a long-term resident in the town. He was central to the management of the school and the owner relied on him a lot. He had set up all the courses, produced the materials and even written out suggested plans for all the lessons. Since his suggestions generally worked well, this made life easy for the teachers at the school.

David explained to Kim that the company wanted its white-collar staff to be able to use English in their work, and that this would involve teaching such skills as reading instruction manuals, understanding and writing business correspondence, and speaking on the telephone. Kim realised that content like this would be the refreshing change she was looking for, but was worried that she wouldn't be capable of preparing lessons on these topics. She was reassured when David went on to explain that, although he would be back in the UK when the course started, he would talk to the company about the course, design the syllabus and prepare the materials for her to use before he went. Kim readily accepted the responsibility of teaching the course.

Over the next three weeks, David was busy preparing the course which was to cover forty hours in two lessons a week over ten weeks. Occasionally, he would call Kim to his office and explain to her how the course and the materials would work, so that by the Saturday he left for his holiday, Kim felt well-prepared and confident about the course.

The next Tuesday was the first day of the course and the company sent a van to pick Kim up. Arriving at the factory, she was treated well and taken to a well-appointed room that was to be her classroom. The staff taking the course all trooped into the room in the next five minutes which suggested that the company was taking the course seriously. There were twelve learners in the class, evenly split into men and women, and all aged in their late twenties and early thirties. Kim felt happy and thought the situation looked promising.

For the first lesson, David had suggested an easy-going getting-to-know-you introductory lesson with no overt business focus to help Kim establish relationships with the learners before the 'real work' began. He had suggested an adaptation of the warm-up lesson for upper-intermediate learners at the school, which Kim was familiar with. This started with a small New Name activity which the learners at the school usually found easy and interesting. They would try to translate their name into English and find the nearest English equivalent to their name. Following this, there was a "Find a person who ..." questionnaire (with questions such as "Find a person whose favourite childhood toy was a teddy bear") which learners usually found amusing.

The lesson didn't go as well as Kim had expected. The learners showed little interest in the task, but instead dourly went through the procedure of asking their classmates for information. In addition, they had some surprisingly large gaps in their vocabulary and some of them had difficulty formulating questions to ask their classmates. Two of the men, Manuel and Juan, in particular, seemed to be having big problems coping with even the simplest English; one of the women, Sophia, resolutely refused to have anything to do with the task; and the rest of the learners

appeared reluctant and unsure of what they were doing. Kim hoped that these were just teething problems for the course, perhaps because the company staff had not been in the role of learners for several years. She felt that the second lesson with more technical, business-oriented language probably familiar to the learners would be more of a success.

The lesson on the next Friday, however, was a disaster. Focusing on instruction manuals, the prepared lesson aimed to help the learners understand the organization of instruction manuals and analyse the language used. From the beginning of the lesson, Kim found herself doing all the talking while the learners watched her with blank faces. When, after ten minutes of the lesson, Juan put his hand up and asked "What mean 'manual'?", Kim realised that she had been talking completely over their heads. The rest of the lesson was a nightmare. Kim vainly tried to follow the lesson plan that David had prepared, but it was all way beyond the learners' level. The lesson had changed from the joint exploration of the language of instruction manuals that David had intended into a desperate succession of teacher explanations of unknown vocabulary by Kim.

When the two hours were up, Kim felt released. The lesson had been her worst ever teaching experience. In the van home, however, it struck her that she would have to teach the learners again the next Tuesday. The materials she had available were obviously completely inappropriate. This weekend she would have to come up with something different. David wouldn't be back from his holiday for another two weeks, and the other teachers at the school had no experience of preparing materials or of business English. She was on her own. How on earth could she come up with any useful, appropriate, business-oriented materials by next Tuesday?

Questions

1. Kim's immediate preoccupation is that the materials are too difficult for the students. In a situation like this, there are three choices facing the teacher: to discard the existing materials and design new materials from scratch, to adapt the existing

materials to make them more appropriate for the learners, and to find other ready-made materials as a replacement. Which of these choices do you think would be the most suitable for Kim? Why?

2. If Kim decides to design new materials, how should she do this? What are the stages in materials design? Do you think that these stages represent an idealised design process or can they be followed in practice?

3. If Kim decides to adapt the existing materials, on what bases should she decide what aspects of the materials to retain and what aspects to discard? Is there anything she should be particularly wary about when she adapts the materials?

4. If Kim decides to replace the existing materials, how can she find other ready-made materials? If she finds several possible alternative sets of materials, how can she decide between them? What criteria can guide her decision? 5. Another aspect of the case study that we can consider is why Kim sees the problems with the materials as so serious. This can be viewed as a longer-term problem of staff development. David, although presumably usually efficient, does not see staff development as part of his duties as Director of Studies. Rather than helping the teachers at the school become competent and independent at non-classroom aspects of teaching, such as materials design, David takes the whole of this work himself. How could David help the staff at the school develop?

6. The materials described in the case study are specifically aimed at business, focusing on the language used in business communication and revolving around business topics. David, in designing such materials, would presumably argue that business learners need English for business and that the best way to prepare such learners is to provide them with English used in business situations. An alternative viewpoint is that, by providing the learners with business English only, they are being limited to a specific area of English rather than being exposed to English in all its wide uses and so are missing out on a broad English education. Are there any other viable viewpoints? Which do you agree with? Why?

7. The case study talks about materials "way beyond the learners' level". As teachers we often use the word level as a term of convenience to descibe learners' competence. Although convenient, the term level has many problems. First, it is difficult to define. Does it refer to the students' ability in grammar, the size of their vocabulary, their fluency, some other aspect of language, or a combination of these? Second, comparing the levels of two learners is problematic, since all learners' interlanguage is idiosyncratic. Third, it is very difficult to describe a given level, so that we are usually at a loss if a colleague asks us, "What level is your class?" Do you think that the convenience of level outweighs these problems? If you believe that the term level is useful, how can you define it and how would you describe the level of one of your classes?

CASE 2: WORKING TOGETHER

Giving instructions and observing other teachers to help their development by Richard Watson Todd

Twenty years in the same secondary school had turned Paolo into an automation. For most of the time he had stuck to the tried and trusted methods of drilling, long grammar explanations and rote learning of word lists.

Six months ago, however, a new teacher, Sophia, had arrived at the school with bright innovative ideas that were a breath of fresh air to Paolo. Sophia talked about students discovering language for themselves, interacting in groups, and becoming confident with using English.

Hearing these ideas, Paolo had realised that he had been treating his classes like a production line, something he had sworn he would never do when he had started teaching twenty years earlier. Quickly becoming friends, Sophia and Paolo had decided to work together to help each other develop as teachers. They decided that they would talk English outside the classroom to improve their language, they would subscribe to a couple of journals for teachers, and they would encourage each other to innovate and try out new ideas in the classroom.

They had worked together like this for over four months now. Paolo felt that his interest in teaching had been rekindled, and that his students enjoyed themselves more and seemed to look forward to learning English with him. Most of Paolo's lessons worked well, and now he sometimes found himself trying to persuade other colleagues to try out new techniques.

Today's lesson, however, had severely shaken his confidence. In his plan, the lesson had appeared straightforward and effective, but in the classroom it had ended in shambles. The focus of the lesson was reading, and Paolo had decided to do something different from the old 'Read the passage and answer the questions' approach.

In one of the journals he and Sophia were subscribing to he had found a technique called Jigsaw Reading. Cutting a long passage into pieces, he would give each of the pieces to a different group of students. The groups would read and try to understand their section of the passage. Then new groups consisting of one student from each of the previous groups would be formed. The new groups would try to reconstruct the whole passage. Paolo thought that the students would pay a lot more attention to the reading if he used a Jigsaw Reading technique. In addition, the technique would generate a lot of beneficial student-student interaction.

Paolo had been looking forward to trying out Jigsaw Reading with his fourth-year students. In the classroom, however, the new technique had been fraught with problems. The seemingly simple procedures of Jigsaw Reading turned out to be almost impossible to convey to the students, even when Paolo resorted to Italian. In giving the instructions before the activity, he found himself using longer and longer sentences with all sorts of convoluted phrasing to explain whether he was talking about the original grouping of students or the regrouping halfway through the activity.

Because they had been unclear about the purpose and organisation of the activity, the students had been uncertain of what to do while reading. Regrouping the students had taken a full ten minutes of class time, and once they had been regrouped,

the students just sat there not knowing what to do next. Paolo had had to explain all the stages of the activity over and over again, until he was relieved to hear the bell ring at the end of the class.Exhausted and dispirited after the lesson, Paolo sought out Sophia. He explained all that had gone wrong while Sophia listened attentively and made sympathetic noises. When he finished, they discussed the possible causes of the problem. They decided that everything came down to the clarity of his instructions. The next problem, then, was how Paolo could improve his instructions. Paolo, still discouraged by the lesson, did not feel capable of improving his instructions by himself. He wanted Sophia to help him.

Together, Paolo and Sophia brainstormed ways of helping Paolo overcome his problems with instructions. Obviously, he could pay more attention to his instructions during the planning stage, and Sophia could help him here by working through the plan with him. But Paolo was more concerned about what would happen once he was in the actual classroom. He knew that Sophia was free when he taught his third-year class and he wanted her to come into his classroom and watch him give instructions. While Sophia felt flattered that Paolo trusted her so much, she was worried about observing his teaching. First, what would the students think? Paolo was a far more senior colleague, so it would look strange if Sophia went into his classroom and took notes on his teaching.

What's more, Sophia wasn't sure about how much help she could be to Paolo by observing him. She didn't know what sort of things she should look for when Paolo gave instructions, and she didn't think she would be able to identify what his problems were. Another thing that worried her was what she should say to Paolo after the lesson. Although they had built up a close relationship, Sophia knew she wouldn't feel comfortable criticising Paolo's teaching and wasn't sure what his reactions would be. With these misgivings in her mind, Sophia was undecided about whether to accept Paolo's invitation to observe his teaching.

Questions

1. Paolo's instructions for the Jigsaw Reading activity are at the root of his problems. It is suggested that he could pay more attention to his instructions during the planning stage. One of the skills of planning is predicting what problems will arise during teaching and pre-empting these problems.

How do you think Paolo can improve his problem-predicting skills while planning?

2. Instructions are vital to the success of an activity. What content should be included in instructions? Should instructions be explained or demonstrated, or both? How can a teacher tell how effective any set of instructions is?

3. The regrouping of the students in the Jigsaw reading activity causes most of Paolo's problems.

Should all of the instructions be given at the start of the activity or should the instructions be broken down into two sets, one given at the start of the activity and one given in the middle before regrouping the students?

If you were going to use a Jigsaw reading activity in your teaching, what instructions would you give? Can you predict any problems which might arise from your instructions?

4. Regrouping the students creates a transition in the middle of the Jigsaw reading activity. Transitions, if not well-organized, may waste valuable time and possible lead to chaos. How can transitions be managed to reduce the chances of time-wasting and chaos occurring?

5. Paolo and Sophia decide that Sophia should help Paolo while planning. How should Sophia help Paolo?

Should she be actively involved all through the planning process or should she only comment on the final plan that Paolo produces?

6. Paolo also wants Sophia to observe his teaching and give him feedback. Sophia, however, is unsure of what to look for and how to observe.

If Sophia observes Paolo, do you think she should just write down any comments she thinks might be useful as she observes? Alternatively, Sophia could use an observation sheet, in the form of, say, a table which would help her to categorise certain aspects of Paolo's teaching.

If she chooses to use an observation sheet, what aspects of Paolo's teaching should Sophia include on the sheet? What form should the observation sheet take?

If you were going to observe a colleague focusing on his/her instructions, how would you record your observations? If you decided to use an observation sheet, what would it look like?

7. Sophia is worried about giving feedback to Paolo on his teaching. Feedback can often seem critical to the person receiving it, leading to defensiveness and relationship problems. If Sophia needs to give Paolo feedback, how can she give feedback so that such problems do not occur?

CASE 3. PLANNING, BEING FLEXIBLE IN THE CLASSROOM, AND DEALING WITH THE UNEXPECTED BY RICHARD WATSON TODD

Mustafa was proud of his BEd. Now in his first job as a teacher, he had great plans for helping his students learn English, and he knew that what he had learnt from his BEd would help him reach this goal. All through his years as a secondary school student, he had thought that teaching was easy, but his degree had made him realize that teaching was far more complicated when seen from the teacher's perspective than from the student's seat. The most important thing that Mustafa had learnt from his degree was the importance of planning. His tutors had constantly emphasized and re-emphasized the need to think before teaching. Planning, he had been told, was often more important for the success of a lesson than the teaching. Having been asked to teach an impromptu lesson and then compare it with a planned lesson, Mustafa firmly believed his tutors.

Mustafa had been teaching at a technical college in Cairo for two weeks now. His next lesson was on Saturday with an evening class of older students. He picked up the textbook assigned for the class and started planning. On his degree, he had been told to follow a given sequence for planning and to write his plan according to a model format. Mustafa didn't need to remind himself of the sequence or the format since he had used them so often already. Starting from the unit in the textbook, he identified the objectives to be covered in the lesson, used a grammar book to check on his knowledge of these objectives, looked through the reading passage, prepared quick explanations of unknown words, checked the answers to the comprehension questions, decided how to present the grammar points, and wrote up instructions for the pairwork activity. As a final flourish, he decided to devote three minutes at the start of the lesson to chatting to the students.

Looking over his lesson plan, Mustafa was pleased. It looked perfect. He could easily imagine his old tutor giving him an A grade for the plan. With a plan like this,

he felt sure that he could help his students understand the grammar easily and that they would enjoy learning.

At six o'clock on the Saturday, Mustafa went into the classroom to find all of his students waiting for him. He checked the register and let the students calm down.

"OK, what did you do in the last week?", he asked. "Yes, Fatima?" "I went to the cinema." "You went to the cinema. Very good. OK, Ahmed what did you do?" "I went to see my uncle near from Alexandria." "Near Alexandria. No 'from'. OK. Hafiz?" "I got married." Mustafa smiled. "You got married. That's interesting." The three minutes he had set aside for chatting were up. "Now turn to page 17 in your books."

Mustafa asked the students to read the passage and to identify unknown words. After the students had finished reading, he asked, "Right, what words didn't you know?" "Trapped." "Trapped, right." Mustafa looked at his lesson plan. "Trap means to catch. So the boy was trapped means the boy was caught. OK?" The students were silent. "Any other words?" "Pick." "OK, pick means to select." "But I don't understand. Here the book has that pick the lock." "Yes, lock means the thing that you open with a key." "But I don't understand." Mustafa wondered what was wrong with Hafiz who was usually a good student. Maybe it was his marriage affecting him. "What do you mean?" "Pick a lock means select a lock. I don't understand." "Never mind. Any more words? Yes, Abdullah?" "Freezer." "I taught you freezer last week. You already know the word. Yes, Miriam?" "Jog."

Mustafa looked a bit put out. He had noticed the word when he had prepared his lesson, but he had assumed that the students would know it. He knew that in the short time he had been teaching them, the students hadn't come across jog, but it was such a simple word he had thought they must know it. "Um, jog means run."

Mustafa was flustered. "No, not like Said Aouita. He runs very fast, but jog is running slowly." It was now Ahmed's turn to look puzzled. "But if you run, you want

to win. Why people run slow?" He then switched to Arabic and used the slang expression for 'They must be cheats'. Mustafa felt that he was starting to lose control. This wasn't in his lesson plan. "No. You don't jog when you run in a race. Jog is run slowly for exercise. If you want to get fit, you can run but you only need to run slowly. So people jog for exercise or to get fit."

Now it was Miriam who looked confused. "What mean exercise and fit?"

Mustafa felt himself in danger of falling into a never-ending circle of definitions. He decided that he had to avoid this at all costs. So he quickly wrote the three problem words in English on the board with their Arabic equivalents. All of the students looked satisfied and dutifully copied these down into their exercise books. Mustafa was still worried, however. First, he had broken the climate of English which he had tried so hard to establish in the classroom. Second, he realised that he was already five minutes behind his lesson plan. He would have to rush through everything to get the lesson finished on time.

The rest of the lesson consisted of a mad rush on Mustafa's part to catch up with the times written in his lesson plan. In this he was frustrated by several unexpected questions and incorrect answers from the students which he felt duty-bound to deal with. The lesson turned into a race between Mustafa and the clock. He didn't give the students enough time to answer the comprehension questions; his grammar explanation was so rushed that he then had to spend a lot of time dealing with students' misunderstandings; he skimmed through the pairwork instructions at such a rate that the students had little idea of what they were supposed to do; and by the time the bell rang at the end of the lesson none of the pairs were anywhere close to finishing the activity.

After the lesson ended, the students left the room and Mustafa collapsed at his desk. What had gone wrong? His lesson plan had been so good. He looked back over it. The only problem he could see was that he should have predicted the need to teach jog. But surely such a little mistake couldn't have made his lesson go so awry.

Nevertheless, it was the only problem he could find. He resolved to be more careful in his lesson planning in future. He would need to check every word in the reading passages, and prepare explanations for most of them. Although he didn't look forward to this, he knew that good lesson plans were vital, and the more he prepared the better his lesson plans and his teaching would be. With a sigh, he started reading the passage for the next lesson he would teach.

Questions

1. The BEd that Mustafa took placed a heavy emphasis on lesson planning. How important do you think lesson planning is to the success of lessons? How much emphasis should be given to lesson planning on teacher training programmes?

2. Mustafa had been taught to follow a certain sequence and format when planning. What do you think this sequence and format consisted of? How helpful do you think such a model is to beginning teachers? While models of planning can help give security to beginning teachers, they are also restrictive. Do you think the benefits of such models outweigh the extent to which they restrict teachers?

3. The lesson started with "chatting". What are the purposes of chatting to students? Why is it used so often as a way of beginning lessons?

4. Chatting to students can be considered an attempt to bring the characteristics of natural conversation (such as unpredictability and the need to constantly negotiate topics) into the classroom. However, the way in which Mustafa runs the chatting session does not reflect interaction in the real world. In what ways does the classroom chatting in the extract differ from interaction in the real world? How do you think Mustafa can change the way he runs the chatting session in order to make it reflect real world interaction more closely?

5. To help students understand the reading passage, Mustafa asks them to identify unknown words. Do you think unknown words should be taught before the students read or after they have finished reading? Do all unknown words need to be explained? In explaining the meaning of the unknown words to the students, Mustafa

seems to regard the context in which the words appear as not being very important. What problems does this lead to and how can Mustafa overcome these problems?

6. Mustafa's main problems occur when he is required to teach something he has not planned for. Improvisation is a vital teaching skill. Do you think that improvisation is teachable? If so, how can improvisation be taught? All through the lesson Mustafa is being controlled by the plan rather than controlling it. To what extent should plans be followed? When and why should teachers deviate from their prepared plans?

7. Finally, after the lesson finishes, Mustafa reflects on what had happened in the lesson. The main conclusion of his reflection is that he should spend more time on planning. Do you think that this will help Mustafa in future lessons? Overall, planning seems to be the only area on which Mustafa concentrates. If you were Mustafa's colleague, how could you help him gain an appreciation of other aspects of teaching?

VI. GLOSSARIY

Termin	O'zbek tilidagi sharhi	Ingliz tilidagi sharhi
Post method	usuldan keyingi davrda til o'qitish faqat ma'lum bir metod asosida amalga oshirilmaydi. Til o'qitish bir vaqtning o'zida ayrim turli usul va metodlarni qabul qilishi mumkin.	in the era of the post-method, the language teaching is done not only based on a certain method. The language teaching may adopt some different methods and techniques at the same time.
Case study	muayyan shaxs, guruh yoki vaziyatni bir muddat davomida rivojlantirish bo'yicha tadqiqot jarayoni yoki yozuvi.	a process or record of research into the development of a particular person, group, or situation over a period of time.
Outcome	biror narsaning chiqishi; oqibat.(natija)	the way a thing turns out; a consequence.(result)
Student-centered	bundan tashqari,o'quvchi-markazli ta'lim sifatida tanilgan, keng o'quvchiga o'qituvchidan qo'llanma markazida siljitish, deb o'rgatish usullarini o'z ichiga oladi. Original foydalanish, talaba-markazli ta'lim talaba muxtoriyat va mustaqilligini rivojlantirish uchun maqsad [1] ularga ko'nikmalarini imparting tomonidan talabalar qo'lida ta'lim yo'li uchun javobgarlikni qo'yib, va muayyan mavzuni o'rganish uchun qanday asos va schemata muayyan ishlash talab qadar o'lchash uchun zarur bo'lgan. O'qituvchi markazli odatda o'qituvchi o'quvchilar o'rganadigan material va uni	also known as learner-centered education,broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence [1] by putting responsibility for the learning path in the hands of students by imparting to them skills, and the basis on how to learn a specific subject and schemata required to measure up to the specific performance requirement. Teacher-

	o'rganish usullari—ya'ni qachon, qaerda, qanday va qanday sur'atda o'rganishlari ustidan nazorat o'rnatadigan o'quv vaziyatlarini nazarda tutadi.	centered typically refers to learning situations in which the teacher asserts control over the material that students study and the ways in which they study it—i.e., when, where, how, and at what pace they learn it.
A dialogue journal	Talaba yozma ko'pchilik oshiradi bo'lgan o'ychan yoki surishtiruv yo'naltirilgan jurnal. Asosiy maqsad-o'qituvchilarni o'zaro hamkorlik bilan yaqinlashishga imkon beruvchi bo'shliqda fikrlashni rivojlantirishdir (Brisk & Harrington, 2007). Instruktor kiritish korreksion teskari aloqa sifatida emas, balki ko'proq talabaning rivojlanish jarayoniga kurs mazmuniga nisbatan maxsus javob beradigan va javob beradigan o'quv suhbati sifatida yuzaga keladi.	A reflective or inquiry-focused journal in which the student carries the majority of the writing. The primary goal is to develop thinking in a space that allows for approximated learning with instructor interaction (Brisk& Harrington, 2007). Instructor input occurs not as corrective feedback but more as an instructional conversation that engages and responds specifically to the student's developmental process relative to course content.
Intensive reading	o'rganuvchilarni aniq o'quv maqsad va vazifalari bilan batafsil o'qishni o'z ichiga oladi. Keng qamrovli o'qish bilan taqqoslash mumkin, bu esa o'quvchilarni matnlarni lazzatlanish uchun o'qish va umumiy o'qish ko'nikmalarini rivojlantirishni o'z ichiga oladi.	involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills.
Syllabus	o'qish yoki o'qitish kursidagi fanlar.	subjects in a course of study or teaching.

Curriculum	maktab yoki kollejda o'qish kursini tashkil etuvchi fanlar.	the subjects comprising a course of study in a school or college.
Goal	insonning maqsad yoki harakat ob'ekti; maqsad yoki kerakli natija.	the object of a person's ambition or effort; an aim or desired result.
Learning objectives	o'quv rejasi, kurs, dars yoki faoliyatning kutilgan maqsadini talaba tomonidan o'qitish natijasida qo'lga kiritiladigan namoyish etiladigan ko'nikmalar yoki bilimlar nuqtai nazaridan belgilaydigan bayonotlar.	are statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
Lesson plan	Dars rejasi-bu darsni osonlashtirish uchun o'qituvchining qo'llanmasidir. Odatda maqsadga erishish (o'quvchilar o'rganishi kerak bo'lgan), maqsadga qanday erishish (etkazib berish usuli va tartibi) va maqsadga qanday erishilganligini o'lchash usuli (odatda uy vazifalari yoki test orqali). Bu reja o'qituvchining o'quvchilar bajarishi lozim bo'lgan maqsadlari va materialni qanday o'rganishlari. Dars rejasi muayyan dars uchun o'qituvchining rejasini anglatadi. Bu erda o'qituvchi talabalarga nimani o'rgatmoqchi ekanliklarini, nima uchun mavzu yoritilayotganini rejalashtirishi va ma'ruza qilishni hal qilishi kerak. O'quv maqsadlari, o'quv faoliyati va baholari hammasi dars rejasiga kiritiladi.	A **lesson plan** is a teacher's guide for facilitating a lesson. It typically includes the goal (what students need to learn), how the goal will be achieved (the method of delivery and procedure) and a way to measure how well the goal was reached (usually via homework assignments or testing). This plan is a teacher's objectives for what students should accomplish and how they will learn the material. A **lesson plan** refers to a teacher's plan for a particular lesson. Here, a teacher must plan what they want to teach students, why a topic is being covered and decide how to deliver a lecture. Learning objectives, learning activities and assessments are all included in a lesson plan.

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