



**INGLIZ TILINI O'QITISHDA  
ZAMONAVIY  
TEXNOLOGIYALARDAN  
FOYDALANISH METODIKALARI  
O'QUV-USLUBIY MAJMUA**

**SAMDU\_MM**



**2026**

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

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

**SHAROF RASHIDOV NOMIDAGI SAMARQAND DAVLAT  
UNIVERSITETI HUZURIDAGI PEDAGOG KADRLARNI QAYTA  
TAYYORLASH VA ULARNING MALAKASINI OSHIRISH  
MINTAQAVIY MARKAZI**

**“INGLIZ TILINI O‘QITISHDA ZAMONAVIY  
TEXNOLOGIYALARDAN FOYDALANISH METODIKALARI”  
MODULI BOYICHA**

**O‘QUV-USLUBIY MAJMUA**

**Malaka toifa  
yo‘nalishi:**

**Ingliz tili fani o‘qituvchilari**

**Tinglovchilar kontingenti:**

**Akademik litseylarda ta‘lim beruvchi  
ingliz tili fani o‘qituvchilari**

**Samarqand-2026 yil**

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

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universiteti Kengashining qarori bilan nashrga tavsiya qilingan  
(2025-yil “27” noyabrda 4-sonli bayonnoma).*

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## KIRISH

Dastur O‘zbekiston Respublikasining 2020 yil 23 sentabrda tasdiqlangan “Ta’lim to‘g‘risida”gi Qonuni, O‘zbekiston Respublikasi Prezidentining 2020 yil 3 dekabrda “Iqtidorli yoshlarni saralab olish tizimi va akademik litseylar faoliyatini takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ-4910-son hamda Vazirlar Mahkamasining 2022 yil 1 iyundagi “Akademik litseylar rahbar va pedagog xodimlarining uzduksiz malakasini oshirish tizimini joriy etish to‘g‘risida”gi 296-son Qarorlarida belgilangan ustuvor yo‘nalishlar mazmunidan kelib chiqqan holda tuzilgan bo‘lib, 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 litseylarda faoliyat olib borayotgan pedagog xodimlarning zamonaviy biologiya fanining rivojlanish tendensiyalari va yutuqlarini mazmun-mohiyatini o‘rganish, molekulyar biologiya asoslarini o‘zlashtirish, odam hayot faoliyatida ovqatlanish va metabolizm jarayonlarining asosiy o‘rnini tahlil etish va baholash bilan birgalikda pedagog xodimlarning ehtiyojlari asosida tanlab olingan tanlov modullari bo‘yicha bilim, ko‘nikma va malakalarga ega bo‘lishlari ta‘minlanadi.

### Kursning maqsadi va vazifalari

Akademik litseylar pedagog kadrlarining malakasini oshirish kursining **maqsadi** pedagog kadrlarning o‘quv-tarbiyaviy jarayonlarini yuqori ilmiy-metodik darajada ta‘minlashlari uchun zarur bo‘ladigan kasbiy bilim, ko‘nikma va malakalarini muntazam yangilash, kasbiy kompetentligi va pedagogik mahoratining uzluksiz rivojlanishini ta‘minlashdan iborat.

Kursning **vazifalariga** quyidagilar kiradi:

- pedagog kadrlarning kasbiy bilim, ko‘nikma, malakalarini uzluksiz oshirish va rivojlantirish;

- pedagoglarning zamonaviy talablarga mos holda akademik litseylardagi o‘qitish sifati va samaradorligini ta‘minlash uchun zarur bo‘lgan kasbiy mahorat darajasini oshirish;

- pedagog kadrlar tomonidan zamonaviy raqamli texnologiyalar va xorijiy tillarning samarali o‘zlashtirilishini ta‘minlash;

- o‘qitishning innovatsion texnologiyalari va ilg‘or xorijiy tajribalarni o‘zlashtirish hamda ulardan o‘quv jarayonida samarali foydalanish ko‘nikmalarini 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:**

- umumiy badiiy tahlil yo‘nalishlarini;
- qiyosiy tahlil etishni;
- zamonaviy va eksperimental tadqiqotlar o‘tkazishni;
- tarjimaning lingvistik jihatlarini;
- murakkab ekvivalentlik nazariyalarini;
- tarjimada vaqtinchalik va tarixiy o‘lchovlarni;
- til va o‘quv dasturlarini loyihalashni;
- ko‘p tilli dunyoda tarjimaning o‘rni va ahamiyatini;
- o‘qitishda til va zamonaviy texnologiyalardan foydalanishni *bilishi* kerak.

#### **Tinglovchi:**

- izohli yondashuv asoslarini qo‘llash;
- adabiy oqimlar va ularning xususiyatlarini ochib berish;
- feministik va gender tahlil qilish;
- tarjima vositalari va texnologiyalaridan foydalanish;
- tarjimada kontekst va madaniyatni shakillantrish;
- murakkab ekvivalentlik nazariyalardan foydalanish;
- tarjima va semiotika asoslarini amaliyotga tatbiq etish;
- tilni baholash va tahlil etish *ko‘nikma va malakalariga* ega bo‘lishi lozim.

#### **Tinglovchi:**

- zamonaviy va eksperimental tadqiqotlarni olib borish;
- badiiy texnika va tilstrukturalarini o‘rganish;
- maxsus tarjimalarni o‘tkazish va tadbiq etish;
- audiovizual va multimedia tarjimasi asoslaridan samarali foydalanish;
- tarjimadagi lingvistik muammolarni tahlil qilish va oldini olish;
- ingliz tilini ikkinchi/xorijiy til sifatida (ESL/EFL) o‘rganish *kompetensiyalariga* ega bo‘lishi lozim.

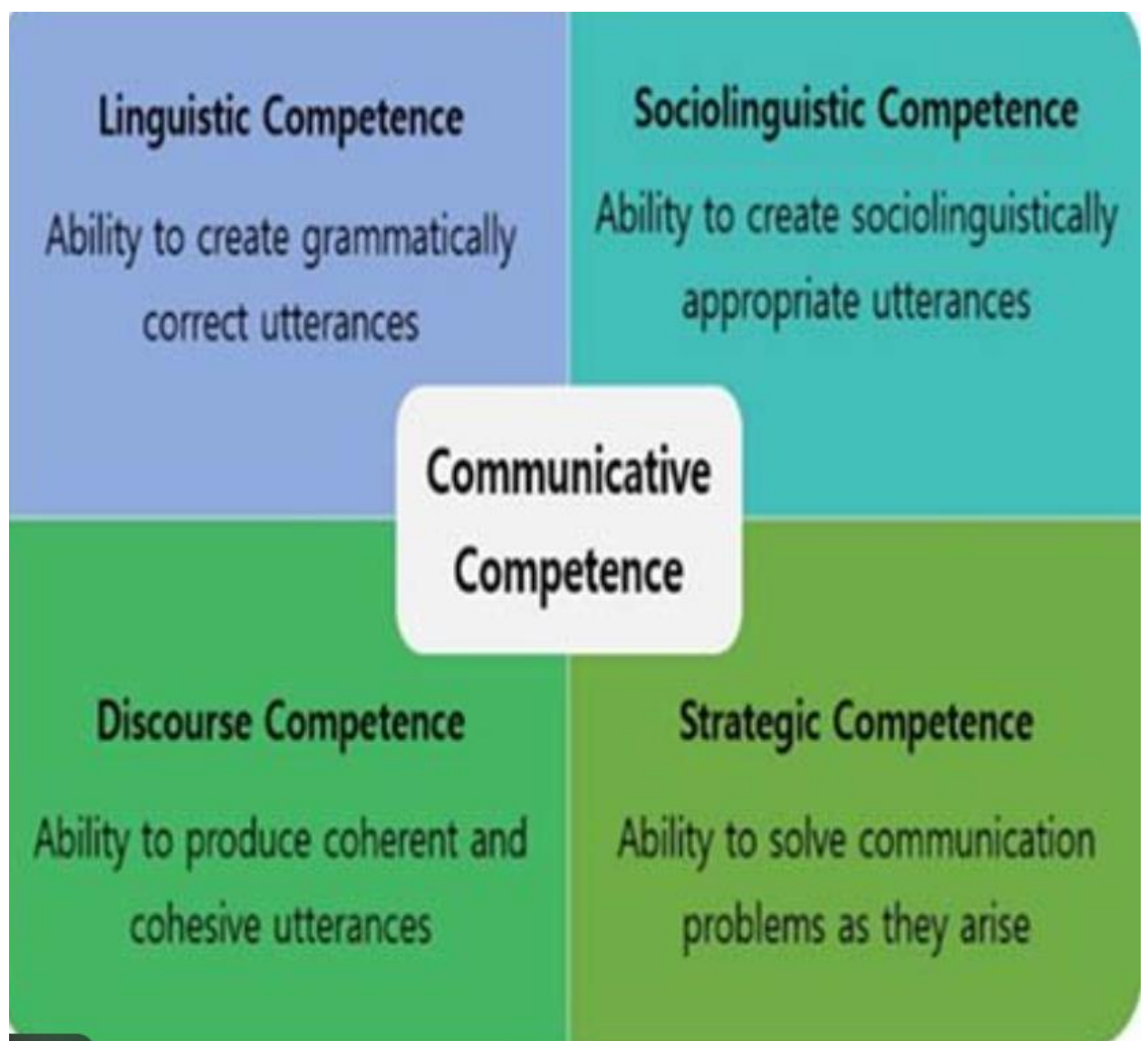
**“Ingliz tilini o‘qitishda zamonaviy texnologiyalardan foydalanish metodikalari” Modul bo‘yicha soatlar taqsimoti**

№	Modul mavzulari	Tinglovchining o‘quv yuklamasi, soat			
		Hammasi	Auditoriya o‘quv yuklamasi		
			Jami	jumladan	
				Nazariy	Amaliy mashg‘ulot
1.	Competency-Based Approach in Learning English	2	2	2	
2.	Digital Pedagogy and Modern Technologies in Learning English	2	2	2	
3.	Integrating the Four Language Skills in Teaching	2	2		2
4.	AI, Mobile Applications, Gamification and Blended Learning in English	2	2		2
5.	Approaches to Assessing the Efficiency of English Teaching with Modern Digital Technologies.	2	2		2
<b>JAMI</b>		<b>10</b>	<b>10</b>	<b>4</b>	<b>6</b>

**Unit 1**

**Competency-Based Approach in Learning English**

1. Introduction: Learning English for Real Communication



ALTE Can Do Statements: A1 Breakthrough level			
CEFR LEVELS	Listening/Speaking	Reading	Writing
<b>Overall general ability</b>	CAN understand basic instructions or take part in a basic factual conversation on a predictable topic	CAN understand basic notices, instructions or information	CAN complete basic forms, and write notes including times, dates and places
<b>Social and tourist typical abilities</b>	CAN ask simple questions of a factual nature and understand answers expressed in simple language.	CAN understand simple notices and information, for example in airports, on store guides and on menus. CAN understand simple instructions on medicines and simple directions to places.	CAN leave a very simple message for a host family or write short simple 'thank you' notes.
<b>Work typical abilities</b>	CAN take and pass on simple messages of a routine kind, such as 'Friday meeting 10 am'.	CAN understand short reports or product descriptions on familiar matters, if these are expressed in simple language	CAN write a simple routine request to a colleague, such as 'Can I have 20X please?'.
<b>Study typical abilities</b>	CAN understand basic instructions on class times, dates and room numbers, and on assignments to be carried out.	CAN read basic notices and instructions.	CAN copy dates and places from notices on classroom board or notice board.

ALTE Can Do Statements: A2 Waystage			
CEFR LEVELS	Listening/Speaking	Reading	Writing
<b>Overall general ability</b>	CAN express simple opinions or requirements in a familiar context.	CAN understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters.	CAN complete forms and write short simple letters or postcards related to personal information.
<b>Social and tourist typical abilities</b>	CAN express likes and dislikes in familiar contexts using simple language such as 'I (don't) like...'	CAN understand straightforward information, for example labels on food, standard menus, road signs and messages on automatic cash machines.	CAN complete most forms related to personal information.
<b>Work typical abilities</b>	CAN state simple requirements within own job area, such as 'I want to order 25 of...'	CAN understand most short reports or manuals of a predictable nature within his/her own area of expertise, provided enough time is given.	CAN write a short, comprehensive note of request to a colleague or a known contact in another company.
<b>Study typical abilities</b>	CAN express simple opinions using expressions such as 'I don't agree'.	CAN understand the general meaning of a simplified text book or article, reading very slowly.	CAN write a very short simple narrative or description, such as 'My last holiday'.

In the 21st century, learning English means more than memorizing grammar rules or vocabulary lists. Learners are expected to **use English effectively in real-life situations**, such as studying abroad, working in international environments, or communicating with people from different cultures.

This shift has led to the development of the **competency-based approach**, which focuses on practical language use, communication skills, and learner autonomy. A competent language learner not only knows English but can **apply it appropriately** depending on the situation, context, and cultural expectations.

## 2. Understanding Competency in Language Learning

A **competency** is a combination of:

- knowledge (what you know),
- skills (what you can do),
- attitudes (how you behave),

- experience (how you apply language in real situations).

### **Exercise 1. Knowledge or Competency?**

Read the sentences and decide whether they describe **Knowledge (K)** or **Competency (C)**.

1. Students learn grammar rules for making requests.
2. Students can make polite requests in everyday situations.
3. Students memorize vocabulary related to travel.
4. Students can ask for directions and understand the answer.

### 3. Communicative Competence: Using English Meaningfully

**Communicative competence** means being able to communicate ideas clearly and understand others in listening, speaking, reading, and writing. It includes:

- fluency,
- accuracy,
- interaction,
- meaning-focused communication.

### **Exercise 2. Communicative Purpose**

Read the situations and choose the main communicative purpose.

1. Writing an email to your teacher
  - a) to entertain
  - b) to inform and request
2. Participating in a group discussion
  - a) to exchange ideas
  - b) to memorize information

### 4. Pragmatic Competence: Being Appropriate

Pragmatic competence focuses on **how language is used in context**. It helps learners choose expressions that are polite, culturally appropriate, and suitable for the situation.

### **Exercise 3. Pragmatic Choice**

Choose the most appropriate option.

1. You are speaking to a professor:
  - a) Give me your feedback.
  - b) Could you please give me your feedback?
2. You are talking to a close friend:
  - a) I would appreciate it if you could help me.
  - b) Can you help me?

## 5. CEFR and Learning Outcomes

The Common European Framework of Reference for Languages (CEFR) is used worldwide to describe language ability. It defines six levels from A1 (basic user) to C2 (proficient user) and uses **can-do statements** to describe learning outcomes.

### Exercise 4. CEFR Awareness

Match the can-do statement with the correct CEFR level.

<b>Can-do statement</b>	<b>Level</b>
a) Can introduce themselves and ask simple questions	___
b) Can handle everyday situations while travelling	___
c) Can participate actively in discussions	___

Levels: A2 – B1 – B2

## 6. Writing Competency-Based Can-Do Statements

Can-do statements describe **real ability**, not theoretical knowledge.

### Exercise 5. Rewrite the Objective

Rewrite the following objectives in a competency-based way.

1. Students learn vocabulary about food.
2. Students study polite expressions.

#### Suggested answers:

1. Students can order food and ask about the menu in a restaurant.
2. Students can use polite expressions in formal communication.

## 7. Real-Life Communication Tasks

Competency-based learning uses **authentic situations** that learners may face outside the classroom.

### **Exercise 6. Situational Response**

Choose the best response.

**Situation:** You meet an international student for the first time.

- a) Where are you from? Sit here.
- b) Nice to meet you. Where are you from?

## 8. Integrated Skills Task (Listening–Reading–Writing–Speaking)

### **Exercise 7. Integrated Task**

#### **Step 1 – Read**

*Hello! I will visit your city next week for a conference.*

#### **Step 2 – Write**

Write a short reply (4–5 sentences) suggesting:

- one place to visit,
- one place to eat,
- using polite and friendly language.

#### **Step 3 – Speak**

Share your response orally with a partner.

## 9. Intercultural Communication Awareness

Language and culture are closely connected. Effective communication requires understanding cultural differences.

### **Exercise 8. Cultural Reflection**

Read and answer:

In some cultures, direct language is common. In others, indirect and polite language is preferred.

#### **Question:**

Why is cultural awareness important in English communication?

## 10. Critical Thinking Task

### Exercise 9. Think and Discuss

Answer the questions:

1. Why is knowing grammar not enough for communication?
2. How does competency-based learning prepare you for real life?
3. Which competence do you find most important and why?

## 11. Self-Assessment Checklist (CEFR-Based)

Tick (✓) what you can do after this unit:

- I can explain the idea of competency-based learning.
- I can distinguish between knowledge and competency.
- I can write CEFR-based can-do statements.
- I can choose appropriate language for different situations.
- I can use English in simple real-life communication.

## Unit Summary

This unit introduced the **competency-based approach** to learning English. You learned that effective language use depends on communicative and pragmatic competence, real-life tasks, intercultural awareness, and clearly defined CEFR-based learning outcomes. Competency-based learning helps you move from **knowing English** to **using English confidently and appropriately**.

## Unit 2

### Digital Pedagogy and Modern Technologies in Learning English

#### 1. Introduction: Why Digital Pedagogy Matters

### Key steps to build digital pedagogy



Digital technologies have transformed the way languages are learned and used. Today, English learners interact with the language not only in classrooms but also through **online platforms, mobile applications, videos, podcasts, and virtual communication tools**.

**Digital pedagogy** refers to the effective integration of digital technologies into teaching and learning processes. In English language learning, digital pedagogy supports **competency-based learning** by creating authentic, interactive, and learner-centred environments that reflect real-life communication.

#### 2. Digital Pedagogy and Language Competence

Digital tools help learners:

- practice English in authentic contexts;
- develop autonomy and self-directed learning;
- receive immediate feedback;
- personalize their learning experience.

Digital pedagogy supports the development of:

- communicative competence,
- pragmatic competence,
- intercultural competence,
- digital competence.

### **Exercise 1. Digital or Traditional?**

Decide whether the activity is **Digital (D)** or **Traditional (T)**.

1. Watching an English video and completing an online quiz
2. Memorizing grammar rules from a textbook
3. Participating in an online discussion forum
4. Writing sentences on the blackboard

### 3. Multimedia Tools in English Learning

**Multimedia tools** include audio, video, images, animations, and interactive content. These tools are especially effective for developing **listening and speaking skills**.

Examples of multimedia use:

- videos for pronunciation and intonation,
- podcasts for listening comprehension,
- subtitles for vocabulary development,
- visuals to support meaning.

### **Exercise 2. Multimedia Effectiveness**

Answer the questions:

1. Why are videos useful for learning pronunciation?
2. How do subtitles support listening comprehension?

*(Short written answers)*

#### 4. Developing Listening Skills through Multimedia

Listening is a key competency in real communication. Digital resources allow learners to listen to **authentic English** spoken by native and non-native speakers in real contexts.

##### **Exercise 3. Listening Focus**

You watch a short video interview in English.

Tick (✓) what multimedia helps you do:

- understand different accents
- notice body language
- learn vocabulary in context
- improve pronunciation

**Correct answer:** All options ✓

#### 5. Mobile Applications for Learning English

Mobile learning allows students to practice English anytime and anywhere. Popular applications such as Duolingo, Quizlet, and Memrise support vocabulary building, grammar practice, and pronunciation.

Mobile apps promote:

- short, focused practice,
- motivation through gamification,
- learner autonomy.

##### **Exercise 4. App-Based Learning**

Match the app with its main function.

**App      Function**

Duolingo \_\_\_\_

Quizlet \_\_\_\_

Memrise \_\_\_\_

Functions:

a) vocabulary through flashcards

- b) game-based language practice
- c) memorizing words with audio and images

## 6. AI Tools and English Learning

Artificial Intelligence (AI) is increasingly used in language learning. AI-powered tools can:

- provide instant feedback,
- adapt tasks to learners' levels,
- support speaking and writing practice.

AI supports **personalized learning**, allowing students to progress at their own pace.

### Exercise 5. AI in Learning

Read the statements and decide **True (T)** or **False (F)**.

1. AI tools can adapt tasks to learners' needs.
2. AI replaces the need for communication practice.
3. AI can support writing and speaking practice.

## 7. Virtual Classrooms and Online Communication

Virtual classrooms allow learners to interact with teachers and peers online. These environments support:

- synchronous (live) lessons,
- asynchronous (recorded) tasks,
- collaborative learning.

Virtual learning develops **digital communication competence** and prepares learners for real online interaction.

### Exercise 6. Online Communication

Choose the most appropriate online message.

- a) Send me the file now.
- b) Could you please send me the file when you have time?

## 8. Gamification in English Learning

**Gamification** uses game elements such as points, levels, badges, and challenges to increase motivation. Gamified tasks make learning more engaging and interactive.

## **Exercise 7. Gamified Task**

Choose the correct option.

Gamification helps learners:

- a) memorize rules only
- b) stay motivated and engaged
- c) avoid communication

9. Integrated Skills Task (Listening–Speaking–Reading–Writing)

## **Exercise 8. Integrated Digital Task**

### **Step 1 – Watch**

Watch a short English video online.

### **Step 2 – Read**

Read the comments under the video.

### **Step 3 – Write**

Write a short comment (3–4 sentences) expressing your opinion politely.

### **Step 4 – Speak**

Discuss your opinion with a partner.

10. Critical Thinking and Reflection

## **Exercise 9. Think and Reflect**

Answer the questions:

1. How do digital tools improve language learning?
2. What are the advantages of mobile learning?
3. Can digital tools replace real communication? Why or why not?

11. Self-Assessment Checklist (Digital & CEFR-Based)

Tick (✓) what you can do after this unit:

- I can explain the role of digital pedagogy in English learning.
- I can use multimedia tools to improve listening skills.
- I can use mobile apps for independent learning.
- I can understand the role of AI in language learning.
- I can communicate appropriately in online environments.

## Unit Summary

In this unit, you explored how **digital pedagogy and modern technologies** support competency-based English learning. Multimedia tools, mobile applications, AI, virtual classrooms, and gamification help learners develop communicative, pragmatic, and digital competencies. Digital technologies make English learning more flexible, interactive, and connected to real-life communication.

## Unit 3

### Integrating the Four Language Skills in Teaching

TEACHING/LEARNING STRATEGIES FOR THE FOUR LANGUAGE SKILLS			
LISTENING	SPEAKING	READING	WRITING
Distinguish Individual Sounds	Pronounce Individual Sounds	Recognize Alphabet Letters	Print or Write Letters
Understand Oral Spelling	Spell Words Aloud	Interpret Correct Spellings	Write with Correct Spelling
Recognize Sounds in Utterances	Pronounce Sounds in Sequence in Words	Read Words with Meaning (Aloud)	Put Letters into Meaningful Sequence to Produce Words
Distinguish Words in Phrases	Say Words in Sequence	Get Meanings of Phrases	Put Words in Order
Recognize Phrase & Sentence Focus	Emphasize Syllables in Phrases Appropriately	Pick Out Words with the Most Meaning in Text	Use Concise Optimal Vocabulary
Hear "Speech Music" = Stressed vs. Reduced Items	Use Clear, Easily Understandable Rhythm	Read for Significant Words & Phrases in Context	Write Compact, Effective Sentences in Text
Understand Directives, Requests, Suggestions, Possibilities, Praise, etc.	Respond with Words (+ Actions) to Directives, Advice, etc. Produce Them.	Get the Meaning of Directives and Other Common Functions in Print.	Write Directives, Advice; Expressions of (In)Ability (Dis)Agreement; etc.
Distinguish Among Statements, Kinds of Questions, & Answers.	Make Statements; Ask & Different Kinds of Questions; Give Answers	Comprehend Printed or Written Questions (What Is Being Asked)	Keeping Useful Questions; Give Short and/or Detailed Responses in Writing
Distinguish Among Time Frames: Past, Present, Future	Talk about Events or Information in the Present, Past, & Future	Understand Time Relationships in Connected Prose & Fiction	Write Appropriate Tense Forms; Clarify the Relationship of Events
Recognize the Meaning of "Aspect" & Mood = Simple, Continuous, & Perfect Forms	Use Complex Tenses Appropriately: Indefinite, Continuous, Completed	Understand the Function of Verb Tense, Aspect, & Mood in Print	Make Time Relationships Clear in Narration with Verb Phrasing
In Discourse, Understand Description, Process, Narration, Explanation, etc.	Use "Rhetorical Forms" Appropriately: Process, Narration, Explanation, etc.	In Print, Understand Description, Process, Narration, Explanation, etc.	In Composing, Make Use of Description, Process, Narration, Explanation, etc.
Get Maximum Value Out of Explanation, Lecture, or Other "Teaching Modes"	Explain, Elucidate, Clarify, Instruct, or Otherwise "Teach" Effectively	Make Good Use Out of Instructional Text Material, Articles, Online Posts	Put Instructional Points, Sequences, & Processes into Concise, Useful Writing
Distinguish Between Fact & Opinion; Recognize Aims of Persuasive Speech	(Try to) Persuade or Convince Effectively, Accurately, Honestly	Read Editorials, Posted Articles, & Other Attempts to Convince Critically	Write Effective Persuasive Compositions, Articles, Posts, & Advertising

#### 1. Introduction: Why Integrated Skills Matter

In real life, language skills are never used separately. When people communicate, they **listen, speak, read, and write together**. For example, a student may read an email, listen to instructions, discuss ideas, and then write a response.

For this reason, modern English learning focuses on **integrated skills teaching**, where listening, speaking, reading, and writing are developed together through meaningful communication. This approach prepares learners for **authentic language use** beyond the classroom.

## 2. Integrated Skills in Language Learning

**Integrated skills learning** means combining two or more language skills within the same lesson or task. Instead of practicing skills in isolation, learners use them naturally and purposefully.

Benefits of integrated skills learning:

- more realistic communication;
- better fluency and confidence;
- stronger connection between skills;
- higher learner motivation.

### Exercise 1. Skills Awareness

Look at the activities and decide which skills are involved.

1. Reading an article and discussing it with a partner
2. Listening to a talk and writing a summary
3. Watching a video and answering questions orally

**Answers:**

1. Reading + Speaking
2. Listening + Writing
3. Listening + Speaking

## 3. Task-Based Learning (TBL)

**Task-Based Learning** is an approach in which learners use English to complete **meaningful tasks** rather than practice language forms only. A task has:

- a clear goal,
- a real-life context,
- a communicative outcome.

Examples of tasks:

- planning a trip,
- solving a problem,
- giving advice,
- making a presentation.

### Exercise 2. Identify the Task

Which of the following is a task?

- a) Fill in the gaps with correct verb forms.
- b) Plan a weekend trip and present it to your group.

#### 4. Content-Based Learning (CBL)

**Content-Based Learning** integrates language learning with meaningful subject content such as culture, science, education, or social issues. Learners focus on **what they learn**, while language becomes the tool for understanding and communication.

Examples of content:

- cultural traditions,
- global issues,
- academic topics,
- professional themes.

#### Exercise 3. Content or Language?

Decide the main focus of the activity.

1. Reading about climate change and discussing solutions
2. Memorizing irregular verb forms

**Answers:**

1. Content-based
2. Language-based

#### 5. Integrating the Four Skills

Effective English lessons often combine all four skills:

- **Listening** – understanding spoken language
- **Speaking** – expressing ideas
- **Reading** – understanding written texts
- **Writing** – producing written communication

#### Exercise 4. Skills Integration

Read the task and answer the questions.

**Task:**

Students watch a short video about cultural traditions, read a short text, discuss similarities, and write a short paragraph.

## Questions:

1. Which skills are used?
2. Why is this task effective?

## Suggested answer:

All four skills are integrated. The task is effective because it reflects real communication.

## 6. Real-Life Task: Problem-Solving Activity

### Exercise 5. Real-Life Integrated Task

#### Situation:

You are organizing an international student event.

#### Steps:

1. **Read** a short announcement about the event.
2. **Listen** to suggestions from group members.
3. **Discuss** the best ideas.
4. **Write** a short plan (4–5 sentences).

*(Students complete the task collaboratively.)*

## 7. Communicative Focus and Interaction

Integrated skills learning encourages:

- cooperation,
- interaction,
- negotiation of meaning,
- active participation.

### Exercise 6. Interaction Choice

Choose the best response.

**Situation:** You disagree politely during a discussion.

- a) You are wrong.
- b) I see your point, but I think we could also consider another idea.

## 8. Critical Thinking through Tasks

Tasks often require learners to:

- analyze information,
- compare ideas,
- justify opinions,
- make decisions.

### **Exercise 7. Think and Decide**

Answer the questions:

1. Why are tasks more effective than isolated exercises?
2. How do integrated skills help real communication?

### 9. Integrated Skills Project

#### **Exercise 8. Mini Project**

Choose one topic:

- cultural traditions,
- student life,
- technology in education.

#### **Steps:**

1. Read a short text on the topic.
2. Discuss key ideas with a partner.
3. Write a short paragraph (80–100 words).
4. Present your ideas orally.

### 10. Self-Reflection

#### **Exercise 9. Reflect**

Answer the questions:

1. Which skill do you find most challenging?
2. How does integrating skills help your learning?
3. Which task did you enjoy most in this unit?

### 11. Self-Assessment Checklist (CEFR-Based)

Tick (✓) what you can do after this unit:

- I can understand the idea of integrated skills learning.
- I can complete tasks using more than one language skill.
- I can participate actively in communicative tasks.

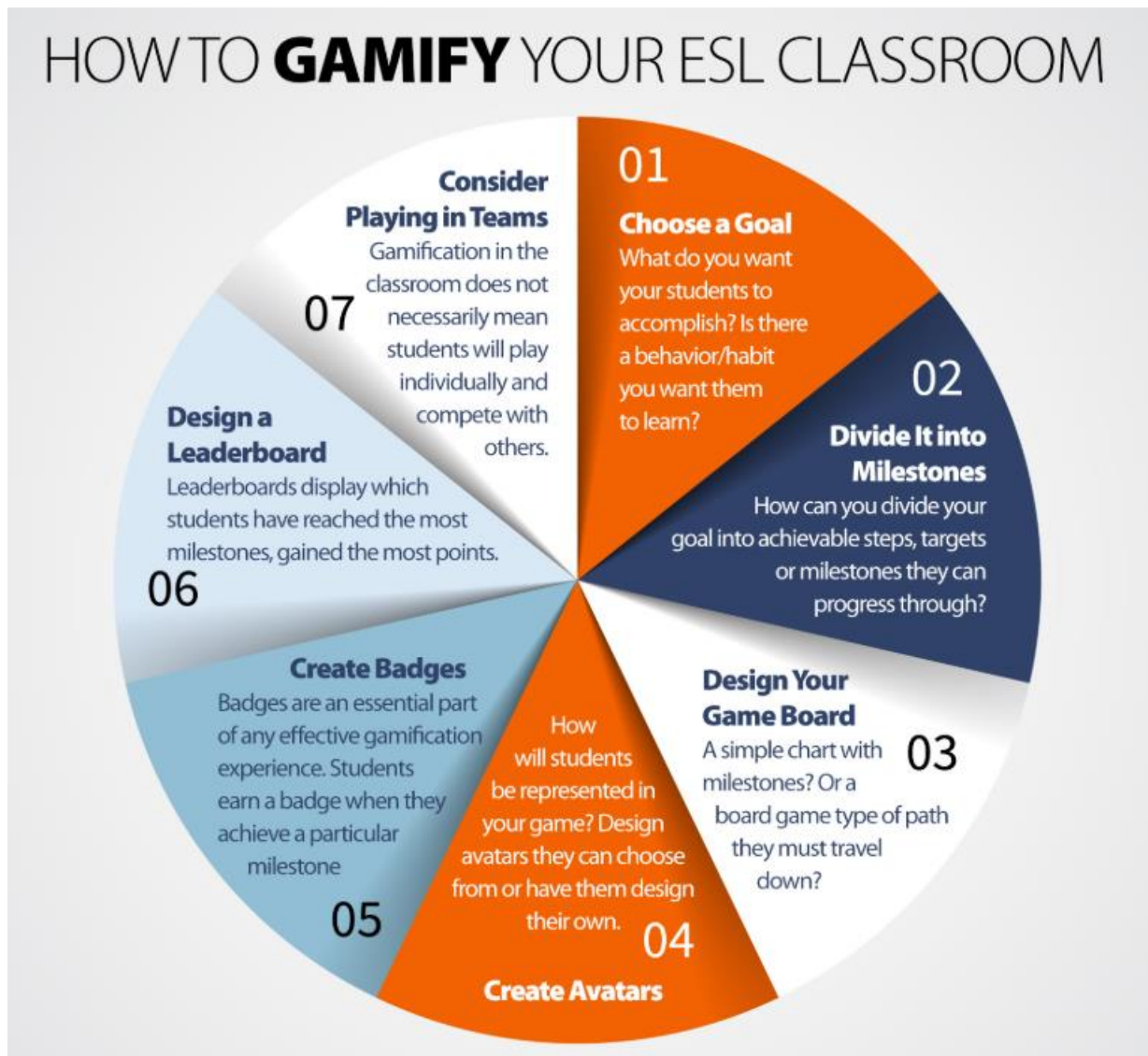
- I can express ideas orally and in writing.
- I can work collaboratively in English.

### Unit Summary

In this unit, you learned that **integrated skills teaching**, **task-based learning**, and **content-based learning** reflect real-life language use. By combining listening, speaking, reading, and writing through meaningful tasks, learners develop stronger communicative competence, critical thinking, and confidence in English.

## Unit 4

### AI, Mobile Applications, Gamification and Blended Learning in English



#### 1. Introduction: Technology as a Learning Partner

Modern English learning is no longer limited to the classroom. Learners interact with English through **digital platforms, mobile applications, artificial intelligence (AI), virtual classrooms, and blended learning environments.**

These technologies support **competency-based learning** by helping learners practice English in authentic, flexible, and personalized ways. Technology does not replace communication; instead, it **creates more opportunities to communicate and learn independently.**

#### 2. Artificial Intelligence (AI) in English Learning

Artificial Intelligence is increasingly used to support language learning. AI-powered tools can:

- provide instant feedback;
- adapt tasks to learners' levels;
- support speaking, writing, and pronunciation practice;
- personalize learning paths.

AI helps learners become more autonomous and confident by offering continuous practice and feedback.

### Exercise 1. AI Awareness

Read the statements and choose **True (T)** or **False (F)**.

1. AI can adapt learning tasks to individual learners.
2. AI completely replaces teachers in language learning.
3. AI can help learners practice writing and speaking.

### 3. Mobile Applications for Learning English

Mobile learning allows learners to practice English **anytime and anywhere**. Popular applications such as Duolingo, Quizlet, and Memrise support vocabulary building, grammar practice, pronunciation, and revision.

Mobile applications encourage:

- short and focused practice;
- learner motivation;
- self-directed learning;
- continuous exposure to English.

### Exercise 2. App Functions

Match the application with its main purpose.

#### Application Purpose

Duolingo    \_\_\_

Quizlet    \_\_\_

Memrise    \_\_\_

- a) flashcards and revision
- b) game-based language practice
- c) vocabulary with audio and images

#### 4. Gamification in English Language Learning

**Gamification** means using game elements such as points, levels, badges, challenges, and rewards in learning. Gamification increases motivation and engagement, especially in language practice.

Benefits of gamification:

- active participation;
- reduced anxiety;
- increased motivation;
- frequent practice.

#### Exercise 3. Gamification Focus

Choose the correct answer.

Gamification helps learners to:

- a) focus only on grammar rules
- b) stay motivated and engaged
- c) avoid communication

#### 5. Virtual Classrooms and Online Communication

Virtual classrooms enable learners to attend lessons, communicate, and collaborate online. They support:

- live (synchronous) lessons;
- recorded (asynchronous) tasks;
- group work and discussions.

Online learning develops **digital communication competence**, including polite online interaction and appropriate written communication.

#### Exercise 4. Online Pragmatics

Choose the most appropriate online message.

- a) Send me the presentation now.
- b) Could you please send me the presentation when you have time?

#### 6. Blended Learning in English Education

**Blended learning** combines face-to-face instruction with online learning activities. This model allows learners to:

- practice independently online;
- use classroom time for communication;
- receive flexible and personalized instruction.

Blended learning supports different learning styles and paces.

### **Exercise 5. Blended Learning Awareness**

Read the statements and tick (✓) the correct ones.

- Blended learning combines online and classroom learning
- Blended learning removes the need for teachers
- Blended learning supports learner autonomy

### 7. Technology-Based Individual and Differentiated Learning

Technology allows teachers and learners to adapt learning to different levels and needs. Learners can:

- choose suitable difficulty levels;
- repeat tasks as needed;
- receive personalized feedback.

### **Exercise 6. Individual Learning Reflection**

Answer the questions:

1. How can technology help you learn at your own pace?
2. Which digital tool do you find most useful and why?

### 8. Integrated Skills Task (Technology-Based)

#### **Exercise 7. Integrated Digital Task**

##### **Situation:**

You join an online English course.

##### **Steps:**

1. **Listen** to a short video introduction.
2. **Read** course instructions.
3. **Write** a short self-introduction (4–5 sentences).
4. **Speak** by recording a short voice message.

## 9. Critical Thinking Task

### Exercise 8. Think and Discuss

Answer the questions:

1. What are the advantages of AI in language learning?
2. Can technology fully replace real communication? Why or why not?
3. Which digital tool motivates you most?

## 10. Self-Assessment Checklist (Digital & CEFR-Based)

Tick (✓) what you can do after this unit:

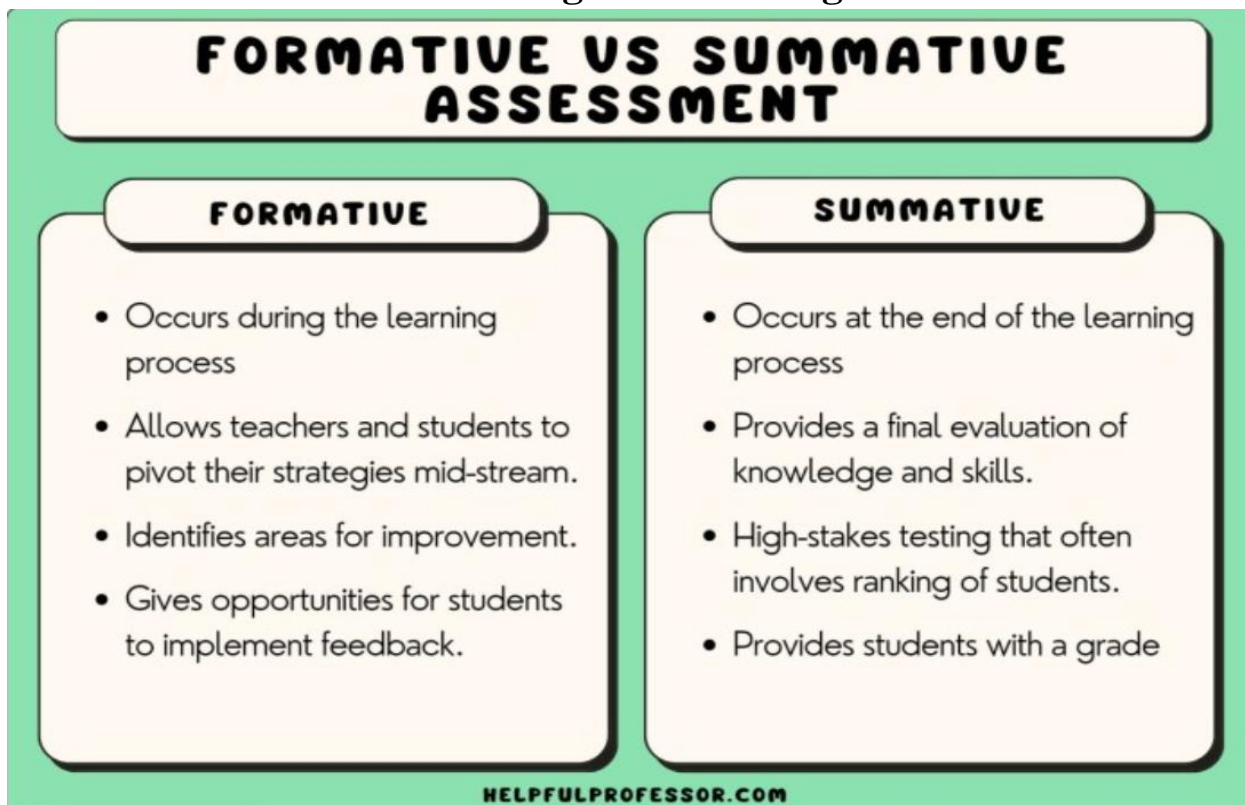
- I can explain the role of AI in English learning.
- I can use mobile applications for independent practice.
- I can participate appropriately in online communication.
- I can learn English through gamified activities.
- I can benefit from blended learning environments.

## Unit Summary

In this unit, you explored how **artificial intelligence, mobile applications, gamification, virtual classrooms, and blended learning** support modern English learning. These technologies enhance learner autonomy, motivation, and real-life communication, making English learning more flexible, personalized, and effective.

## Unit 5

### Approaches to Assessing the Efficiency of English Teaching with Modern Digital Technologies.



#### 1. Introduction: Assessment for Learning

In modern English language education, assessment is no longer used only to measure results or give grades. Instead, it plays a crucial role in **supporting learning**, improving performance, and helping learners understand their strengths and weaknesses.

This approach is known as **assessment for learning**, where feedback, reflection, and learner involvement are central. Through modern assessment practices, learners become more aware of their progress and more responsible for their own learning.

#### 2. Types of Assessment in Language Learning

There are two main types of assessment in modern English teaching: **formative** and **summative** assessment.

##### **Formative Assessment**

Formative assessment takes place **during the learning process**. Its main purpose is to help learners improve through feedback.

Examples include:

- teacher comments on written work,
- classroom observation,
- quizzes and short tests,
- feedback during speaking activities.

## **Summative Assessment**

Summative assessment is used **at the end of a unit or course** to evaluate overall achievement.

Examples include:

- final exams,
- presentations,
- written projects,
- end-of-term tests.

## **Exercise 1. Formative or Summative?**

Decide whether each activity is **Formative (F)** or **Summative (S)**.

1. Feedback on a draft essay
2. End-of-course speaking exam
3. Teacher comments during group work
4. Final written test

## **3. CEFR-Based Assessment**

The Common European Framework of Reference for Languages (CEFR) provides clear descriptors for assessing language proficiency. It focuses on **what learners can do** in real communication.

CEFR-based assessment:

- makes expectations clear,
- supports fair evaluation,
- helps learners track their progress.

## **Exercise 2. CEFR Level Awareness**

Read the statements and choose the correct level.

1. *Can write short, simple messages about everyday topics.*
  - a) A1
  - b) A2

2. *Can express opinions clearly and support them with reasons.*

a) B1

b) B2

#### 4. Rubrics as an Assessment Tool

A **rubric** describes assessment criteria and performance levels. Rubrics help learners understand how their work will be evaluated and how to improve.

Common rubric criteria in English learning include:

- task achievement,
- language accuracy,
- fluency,
- coherence,
- interaction.

#### **Exercise 3. Understanding Rubrics**

Read the criteria and answer the question.

##### **Criteria:**

- ✓ Clear ideas
- ✓ Appropriate vocabulary
- ✓ Correct grammar

##### **Question:**

Why are rubrics useful for learners?

##### **Suggested answer:**

They make assessment transparent and guide improvement.

#### 5. Self-Assessment and Learner Autonomy

**Self-assessment** helps learners reflect on their own learning. It encourages independence, responsibility, and goal-setting.

Self-assessment is often based on CEFR **can-do statements**, which allow learners to evaluate their real abilities.

#### **Exercise 4. Self-Assessment Practice**

Tick (✓) the statements that are true for you.

- I can understand the main idea of short spoken texts.

- I can participate in discussions on familiar topics.
- I can write short structured paragraphs in English.

## 6. Peer Assessment: Learning Together

**Peer assessment** involves giving feedback to classmates. It develops:

- critical thinking,
- communication skills,
- cooperation,
- respect for others' work.

Effective peer feedback should be:

- polite,
- specific,
- constructive.

### **Exercise 5. Giving Constructive Feedback**

Choose the best feedback sentence.

- a) This is wrong.
- b) Your ideas are clear, but you could improve grammar accuracy.

**Correct answer:** b)

## 7. Reflection as a Learning Strategy

Reflection allows learners to think about:

- what they learned,
- how they learned,
- what they need to improve.

Reflection can be written (learning journals) or spoken (class discussions).

### **Exercise 6. Reflective Questions**

Answer the questions:

1. What did you learn in this unit?
2. Which activity helped you most?
3. What do you want to improve next?

## 8. Integrated Assessment Task

### Exercise 7. Performance-Based Task

#### Task:

Write an opinion paragraph (90–110 words) on the topic:

*Assessment should help learning, not only measure results.*

#### Steps:

1. Plan your ideas.
2. Write the paragraph.
3. Exchange your work with a partner for peer feedback.
4. Revise your paragraph based on the feedback.

## 9. Critical Thinking Task

### Exercise 8. Think and Discuss

1. Why is formative assessment important in language learning?
2. How does self-assessment improve learner autonomy?
3. Should grades be the main goal of assessment? Why or why not?

## 10. Self-Assessment Checklist (CEFR-Based)

Tick (✓) what you can do after this unit:

- I can explain the difference between formative and summative assessment.
- I can understand CEFR-based assessment criteria.
- I can use rubrics to evaluate language performance.
- I can assess my own learning progress.
- I can give constructive peer feedback.

## Unit Summary

In this unit, you learned that **modern assessment** is an essential part of effective English learning. Formative and summative assessment, CEFR-based descriptors, rubrics, self-assessment, peer assessment, and reflection help learners become more autonomous, motivated, and successful users of English. Assessment, when used as a learning tool, supports continuous improvement rather than only final results.

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