

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ОЛИЙ ТАЪЛИМ ТИЗИМИ ПЕДАГОГ ВА РАЎБАР КАДРЛАРИНИ
ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШНИ
ТАШКИЛ ЭТИШ БОШ ИЛМИЙ - МЕТОДИК МАРКАЗИ

ЎзДЖТУ ҲУЗУРИДАГИ ЧЕТ ТИЛЛАРНИ ЎҚИТИШНИНГ
ИННОВАЦИЯВИЙ МЕТОДИКАЛАРИНИ РИВОЖЛАНТИРИШ
РЕСПУБЛИКА ИЛМИЙ-АМАЛИЙ МАРКАЗИ

ХОРИЖИЙ ТИЛ ВА АДАБИЁТИ: ИНГЛИЗ ТИЛИ

ИНГЛИЗ ТИЛИНИ ЎҚИТИШ МЕТОДЛАРИ
– ЁНДАШУВ ВА ПЕДАГОГИК
ТЕХНОЛОГИЯЛАР

модули бўйича

Ў Қ У В – У С Л У Б И Й М А Ж М У А

Тошкент – 2017

Мазкур ўқув-услубий мажмуа Олий ва ўрта махсус таълим вазирлигининг 2017 йил _____ сонли буйруғи билан тасдиқланган ўқув режа ва дастур асосида тайёрланди.

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Ўқув -услубий мажмуа ЎзДЖТУ ҳузуридаги РИАИМ Кенгашининг 2017 йил _____ даги ____ - сонли қарори билан тасдиққа тавсия қилинган.

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I. ИШЧИ ДАСТУР

Кириш

Маълумки ҳозирги кунда чет тили ўқитувчиларига катта масъулият юкланган–халқаро стандартларга мос чет тили компетенциясига эга маънавий ва маданий баркамол авлодни табиёлаш. Бу эса, ўз навбатида, чет тилини ўқитишни мукамаллаштириш талабани келиб чиқаради.

Ушбу дастур мазкур курснинг коммуникатив тилшунослик, лингвопрагматика, когнитив тилшунослик, коммуникатив тилшунослик лингвокультурология, назарий грамматика, назарий фонетика каби назарий фанларни коммуникатив нуқтаи – назардан амалда қўллай олиш кўникмаларини ривожлантиришни мақсад қилиб қўяди. Ушбу мажмуа янги педагогик технологиялар ва тилшуносликнинг замонавий йўналишлари асосида тубдан янгиланишни илгари суради ҳамда тингловчиларнинг таълим бериш сифатини кўтариш мақсадида дастурда турли эффектив ва замонавий педагогик технологиялар ишлатилган.

Инглиз тилини ўқитиш методикаси–ёндашув ва педагогик технологиялар модули дастури Ўзбекистон Республикаси Президентининг 2015 йил 12 июндаги “Олий таълим муассасаларининг раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”гиПФ-4732-сон Фармонидаги устувор йўналишлар мазмунидан келиб чиққан ҳолда “Хорижий тил ва адабиёти” (инглиз тили) йўналиши бўйича малака ошириш курси учун тузилган ўқув дастурига асосланган бўлиб, у олий таълим муассасаларида чет тили (инглиз) йўналишида дарс бераётган ўқитувчиларнинг малакасини ошириш, уларнинг амалий жиҳатдан касбий кўникмаларини мустаҳкамлашни, илғор хорижий тажрибалар билан таништириш ҳамда чет тилларни ўқитишда замонавий ёндашувлардан хабардор қилишни мақсад қилади. Мазкур дастур Ўзбекистонда олий таълим тизимида чет тилларни ўқитиш сифатини ва даражасини мунтазам равишда оширишга, тингловчиларнинг нафақат методик тайёргарлигини оширишга, балки уларнинг интеграллашган тил кўникмаларини амалда ривожлантиришга хизмат қилади.

Модулнинг мақсади ва вазифалари

Инглиз тилини ўқитиш методлари – ёндашув ва педагогик технологиялар **модулнинг мақсади:** Олий таълим муассасалари профессор-ўқитувчилари малакасини ошириш курси тингловчиларини чет тили ўқитишнинг замонавий инновацион технологиялари таҳлили, шунингдек, уларни таълимга жорий этиш бўйича илғор хорижий тажрибаларни қўллаган

ҳолда коммуникатив малакаларини ривожлантириш, уларнинг билимларини чуқурлаштирдан иборатдир.

Модулининг вазифалари: Олий таълим муассасалари профессор-ўқитувчиларини ҳозирги пайтда Ғарб мамлакатларида ривожланиб бораётган хорижий тилларни ўқитишнинг янги инновацион методлари билан таништириш; интерактив педогогик технологияларнинг афзалликлари, улардан ўқув машғулотлари жараёнида унумли фойдаланиш усулларини таҳлил қилиш; олий таълим муассасалари профессор-ўқитувчиларининг касбий билим, кўникма, малакаларини узлуксиз янгилаш ва ривожлантириш; олий таълим муассасалари профессор-ўқитувчиларининг касбий компетентлик даражасини ошириш; мутахассислик бўйича махсус амалий фанлар соҳасида ўқитишнинг инновацион технологиялари ва илғор хорижий тажрибаларни ўзлаштириш.

Модул бўйича тингловчиларнинг билими, кўникмаси, малакаси ва компетенцияларига қўйиладиган талаблар

“Инглиз тилини ўқитиш методикаси – ёндашув ва педагогик технологиялар” курсини ўзлаштириш жараёнида амалга ошириладиган масалалар доирасида:

Тингловчи:

- анъанавий ва замонавий дарс ўтиш услубларини қиёсий таҳлил қилиш ва ҳар бир услубнинг афзалликлари ва номуносиб томонлари билан яқиндан танишиш;
- дарс жараёнида турли интерактив методлардан фойдалана олиш;
- инглиз тили ўқитишда замонавий ёндашувлардан фойдаланиш;
- аудио ва видео материаллардан фойдаланиш;
- интерфаол технологиялар ва улардан самарали фойдаланиш ҳақида **билимларга** эга бўлиши лозим.

Тингловчи:

- ўқув материалларини яратиш учун мақсад, вазифа ва кутиладиган натижаларини тўғри белгилаш;
- инглиз тилини ўқитишда тил хусусиятларидан келиб чиққан ҳолда ўзига хос усулларини танлаш;
- ахборот коммуникация технологияларини амалда қўллаш;
- инглиз тилини ўқитишда маданиятлараро мулоқот масаласига эътибор қаратиш;

- англиз тилида коммуникатив вазифаларни ҳал этиш технологиялари, касбий мулоқот усулларидан фойдаланиш, ҳамкорлик ишларини олиб бориш;
- англиз тилини ўқитишда яратилган электрон ресурслардан унумли фойдаланиш **кўникма ва малакаларига** эга бўлиши лозим.

Тингловчи:

- чет тилини ўқитишнинг хориж тажрибасини таҳлилий ўрганиш, умумлаштириш, уларнинг ютуқларидан таълим жараёнида фойдаланиш;
- CEFR талабларидан келиб чиққан ҳолда баҳолаш турлари, усуллари ва методларини танлаш ва қўллаш;
- коммуникатив компетенцияни аниқлаш хусусиятларига мос ёндашувларни танлаш;
- замонавий методларни ўқув жараёнида фаол қўллай олиш каби замонавий методларни ўқув жараёнида фаол қўллай олиш малака ва **компетенцияларини** эгаллаши лозим.

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

Инглиз тилини ўқитиш методлари-ёндашув ва педагогик технологиялар курси назарий ва амалий машғулотлар шаклида олиб борилади. Курсни ўқитиш жараёнида таълимнинг замонавий педагогик методлари, ахборот-коммуникация технологиялари қўлланилиши назарда тутилган.

Амалий машғулотлар замонавий таълим услублари ва инновацион технологияларга асосланган ҳолда ўтказилади. Бундан ташқари, мустақил ҳолда ўқув ва илмий адабиётлардан, электрон ресурслардан, тарқатма материаллардан фойдаланиш тавсия этилади.

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

Ўқув модули мазмуни ўқув режадаги мутахассислик ўқув модулларининг барча соҳалари билан узвий боғланган ҳолда профессор-ўқитувчиларнинг умумий касбий тайёргарлик даражасини оширишга хизмат қилади.

Модулнинг олий таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар хорижий тилларни ўқитишнинг замонавий интерактив услубларидан унумли фойдаланиш

ўрганиш, амалда қўллаш ва баҳолашга доир касбий компетентликка эга бўладилар.

Модул бўйича соатлар тақсимоти

№	Модул мавзулари	Тингловчининг ўқув юкلامаси, соат				
		Хаммаси	Аудитория ўқув юкلامаси			Мустақил таълим
			Жами	жумладан		
				Назай	Амалий машғулот	
1.	Learning Styles	2	2	2		
2.	Error Correction	2	2	2		
3.	Interaction Patterns	2	2		2	
4.	Community Building	2	2		2	
5.	Integrated Skills	2	2		2	
6.	Communicative Language Teaching	2	2		2	
7.	Learner-centered Approaches to Teaching	2	2		2	
8.	A Good Language Learner: Developing Learning Strategies	2	2		2	
9.	Authenticity	2	2		2	
10.	Evaluating and Selecting Course books	2	2		2	
11.	Adapting and Supplementing Materials 1 & 2	4	2		2	2
12.	Facilitation in Language Teaching	2	2		2	
13.	Requirements on portfolio tasks	2	2			2
	Жами:	28	26	4	20	4

НАЗАРИЙ МАШҒУЛОТЛАР МАЗМУНИ

TRAINING SESSIONS CONTENT

Lecture 1. Learning Styles

LEARNING STYLES

Objectives:

- ▶ to introduce the concept of learning styles
- ▶ to help participants identify their preferred learning style/s
- ▶ to discuss the importance of being aware of learners' learning styles in teaching

NB: Tell participants that this session will introduce only one classification of learning styles out of many that exist in the field of education.

Lecture 2. Error Correction

Objective: to explore the nature of errors/ mistakes and ways of dealing with them

Lead-in

Time: 10 min

▶ Procedure:

- ▶ 😊(4 min) Explain to participants the topic of the session and ask them to come up with their associations with mistakes. Ask the following question and invite several responses from the group:

- What is a mistake like? (*e.g. a disease, a defect in construction, an occasional but natural thing*)

Give your own example if necessary.

- ▶ 😊(5 min) Give brief comments on participants' associations, where appropriate, suggesting that there are different types of mistakes caused by different factors that should be treated differently. Make two important distinctions:

TRAINING SESSIONS CONTENT

Lesson 1. Interaction Patterns

Teachers need to use different interaction patterns in a lesson because we need to take into consideration the different learning styles and preferences of our learners. They should use different interaction patterns in order to maintain the

interest of the learners and bring some variety into the lesson. A good lesson starts with a whole class activity and finishes with a whole class activity so that there is a feeling of community. In order to create favourable conditions for students to communicate with each other a teacher does not always need to be in control of students and should give them a chance to work together in groups or pairs.

Lesson 2. Community Building

The session focuses on the following:

- All learners are whole persons and therefore both their cognitive, i.e. linguistic, and emotional needs should be met.
- Teachers should provide their learners with meaningful, challenging but doable tasks to keep them interested.
- It is important for a teacher to use team building and cooperative activities to encourage mutual respect and cooperation rather than competition.

Lesson 3. Integrated Skills

In real life communication takes place through all the channels: Listening, Reading, Speaking and Writing. Integrating skills in one lesson makes it more interesting and communicative/ meaningful. Such lessons could be prepared with the help of participants' students who can provide good songs and/or some other material which lends itself to integrated skills lessons.

Lesson 4. Communicative Language Teaching

Communicative language teaching promotes a focus on communicative competence which is supported by grammatical or lexical competence. Learners use language for meaningful purposes. Fluency and accuracy are viewed as complementary principles underpinning communicative techniques.

Lesson 5. Learner-centered Approaches to Teaching

It is very important to be sensitive to the learners. Teachers should be aware of how their students learn and what influences this process. They should consider students' previous learning experience, preferences about how the process can be organized, students' goals and needs, their personalities, interests, hobbies, and so on.

Lesson 6. A Good Language Learner: Developing Learning Strategies

This session can have a double value for EL teachers as they can encourage their learner to use LLS and also use the strategies themselves because teachers

never stop learning a language they teach. Learning strategies can be acquired by students in the course of study in any subject and it is a teacher's task to assist language learning by promoting awareness of the learning strategies. Teachers should be aware of the strategies that their students use and should be able to recommend new ones to them depending on their abilities and other factors which influence learning.

Lesson 7. Authenticity

Authentic texts have an important place in the teaching of English as supplements to the language often found in course books. They confront learners with real language used for real purposes. Therefore tasks should as far as possible be authentic too – they should replicate real processes used by readers/ listeners when they deal with texts. That will be main focus of the session.

Lesson 8. Evaluating and Selecting Course books

Authors of ELT textbooks might be leading professionals but they will not know about your context, or the specific needs of your learners. Teachers should acknowledge this and as a result they have the right to evaluate the textbook against their own criteria and based on this evaluation select or adapt the materials. Course books should be evaluated against your learners' needs.

Lesson 9. Adapting and Supplementing Materials 1 and 2

No course book is ideal and it is the teachers' responsibility to find ways of building a bridge between the class and materials in the course book. It will also raise students' motivation if they see that their teachers are doing extra work in order to make lessons more interesting and meaningful for them.

Lesson 10. Facilitation in Language Teaching

Facilitation in teaching is more of an attitude towards the teaching profession than just a set of certain skills. It is rooted deep in teachers' beliefs about learning and about how they teach their students to maximise their learning. There is no right or wrong way one can take to become a facilitator. A good facilitator has a perfect sense of the classroom and students and this guides her/him in selecting the methods s/he employs in teaching and supporting learning.

ЎҚИТИШ ШАКЛЛАРИ

Мазкур модул бўйича қуйидаги ўқитиш шаклларидан фойдаланилади:

- маърузалар, амалий машғулотлар (маълумотлар ва технологияларни англаб олиш, ақлий қизиқишни ривожлантириш, назарий билимларни мустаҳкамлаш);
- давра суҳбатлари (кўрилаётган лойиҳа ечимлари бўйича таклиф бериш қобилиятини ошириш, эшитиш, идрок қилиш ва мантиқий хулосалар чиқариш);
- баҳс ва мунозаралар (лойиҳалар ечими бўйича далиллар ва асосли аргументларни тақдим қилиш, эшитиш ва муаммолар ечимини топиш қобилиятини ривожлантириш).

БАҲОЛАШ МЕЗОНИ

№	Баҳолаш турлари	Максимал балл	Баллар
1	Кейс топшириқлари	2.5	1.2 балл
2	Мустақил иш топшириқлари		0.5 балл
3	Амалий топшириқлар		0.8 балл

II. МОДУЛЛАРНИ ЎҚИТИШДА ҚЎЛЛАНИЛАДИГАН МЕТОДЛАР ВА ТАМОЙИЛЛАР

1. LANGUAGE LEARNING AND LEARNERS' NEEDS

Why teachers need to know about learning

Objective: to explore why teachers need to know about learning

Time: 20 minutes

Materials: flipchart paper, markers (board)

► Procedure:

- 😊😊😊(10 min) Ask participants to work in the same 4 groups. Say that during the previous activity they discussed their learning experience and that now you would like them to explore learning English from a teacher's perspective. Ask groups to think about the following questions (written on the board):

- ~ *How do you apply knowledge about learning in your own teaching?*

- ~ *Would you do anything differently in your teaching if your students shared with you how and why they learnt certain language items?*

- 😊(5 min) Invite a spokesperson from each group to present the results of the discussion. Ask questions for clarification and comment if necessary.

- 😊(5 min) Invite a volunteer to summarise all the ideas on the flipchart (keep it on the wall) under the following heading:

When teachers are aware of how their students learn and what their learning needs are, it will help them to ...

Possible answers:

- ~ teach better
- ~ design materials for my students
- ~ give more time to some activities
- ~ pay more attention to weaker students
- ~ be more patient with students
- ~ create a friendly learning environment

- Summarise the activity by saying that teachers are often too concerned with *ways of teaching* certain language items. However, there is a danger that this might lead them to ignore the reality of language learning – different abilities, needs, personalities, motivations of their learners. Teachers who are aware of

these factors can adjust their teaching to the specific characteristics and needs of their learners, thus creating opportunities for more effective learning.

2. LEARNING STYLES

Objective: to introduce the participants to the concept of learning styles

Time: 10 min

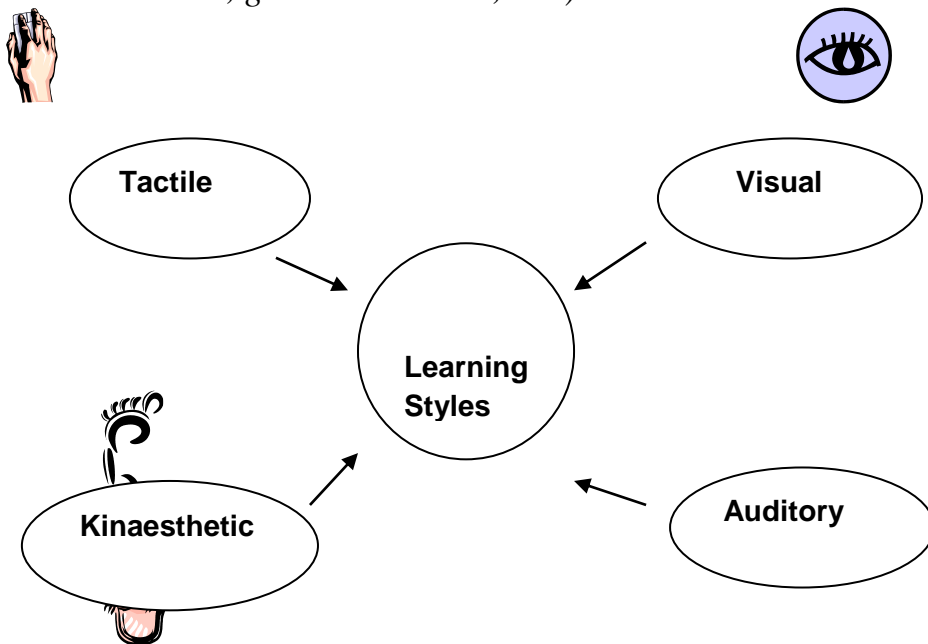
Materials: flipchart paper, markers, handout 3 (summary of learning styles)

► Procedure:

- 😊 (10 min) Tell participants that just as in the story different people are good at different things and therefore they learn in different ways. Write 'learning styles' in the middle of the board and the four learning styles around it. Elicit as much as possible from the participants.

Suggested questions:

- ~ *What learning styles do you know?*
- ~ *How do visual learners learn best? (by seeing)*
- ~ *What can teachers do to help their visual learners? (use pictures or charts and write important information on the blackboard, etc)*
- ~ *How do auditory learners learn best? (by hearing)*
- ~ *What can teachers do to help their auditory learners? (give short 5-10min lectures, use songs or ask students to repeat information aloud, give instructions, etc.)*



- Give out handout 3 and tell participants that they can read it later.

3. ERROR CORRECTION

What are mistakes and how to deal with them?

1. Mistakes are like diseases or viruses – they should be prevented, if possible. If this is not possible, then a teacher, like a doctor, should diagnose the disease and prescribe the appropriate medicine.
2. Mistakes are the signs of students’ poor work during the lessons or at home. Students who make mistakes should therefore be punished and made to work harder.
3. Mistakes are unavoidable in learning a language and should be ignored – with time and practice they will take care of themselves.
4. Mistakes are just wrong and the teacher should immediately correct them before they happen again.
5. Mistakes are learning steps and the teacher should help students to deal with and learn from their mistakes.

4. INTERACTION PATTERNS

Below is the outline of the lesson based on the poem Trees by K..... The lesson was aimed at intermediate level learners.

Activities	Stage of the lesson	Interaction pattern
<i>Brainstorm vocabulary associated with poems.</i>	Pre-activity	<i>whole class</i>
<i>Put the title on the board. Ask students to give their associations.</i>	Pre-activity	
<i>The poem is written on the board with some words missing. Students try to fill in the blanks.</i>	During activity	

<i>Find four different images hidden in the poem.</i>	During activity	
<i>Beat the rhythm of the poem. Indicate the stress.</i>	During activity	
<i>Find stylistic devices: similes, alliteration, etc.</i>	During activity	
<i>Teacher erases every other line of the poem. Students restore the poem.</i>	Post-activity	
<i>Write a short poem.</i>	Post-activity	

5. COMMUNITY BUILDING

Objective: to introduce the principles of community building in the classroom

Time: 25 min

Materials: handout 3a, 3b, 3c, 3d; handout 4

► Procedure:

- ☺☺☺ (8 min) Put participants in 4 groups. Say that each group will receive a passage about one principle of community building. Tell them that they need to read the passage and make sure that everybody in the group understands it and is able to explain the meaning to another group.
- Distribute the handouts 3a, 3b, 3c and 3d.
- ☺ (2 min) Give each participant in each group a letter A, B, C or D. Rearrange the participants into new groups so that there are new people in each group: tell all the As to get together in one group, all the Bs – in another group and so on. Ask them to share their principles with the rest of the new group. Monitor their discussions and make sure everyone in the group explains their passage clearly.
- ☺☺☺ (15 min) Give out the scrambled checklists (handout 4) to new groups and ask them to put the sentences under the appropriate categories (principles). Tell them that they have 15 minutes to share their principle with their new group mates.

6. INTEGRATED SKILLS

There'll be blue birds over

The white cliffs of Dover
Tomorrow,
Just you wait and see .

There'll be love and laughter
And peace ever after
Tomorrow, when the world is free.
The shepherd will tend his sheep,
The valley will bloom again,
And Jimmy will go to sleep
In his own little room again.

7.COMMUNICATIVE LANGUAGE TEACHING

Answer the following questions:

1. Did you feel motivated doing the task? If yes, why?
2. Did you have a clear purpose for fulfilling the task?
3. Is the task close to real life? Could you imagine encountering such a situation in real life?
4. In what modes of interaction did you work (individual, group work, pair work)? Was the mode of interaction useful? Why?
5. How was the classroom arranged? (Rows of tables with chairs, circle, semi-circle, etc.) What for?
6. Did the trainer recommend what kind of vocabulary or grammar structures to use or did you choose them yourself?
7. What was more important in this activity: what you said or how you said it?
8. Did the trainer correct your mistakes? What could a trainer do if he/she notices mistakes in your speech?

✂

8.LEARNER-CENTRED APPROACHES TO TEACHING

Why small-group learning is so important

“... Group learning is about getting people to work well together, in carefully set-up learning environments. The human species has evolved on the basis of group learning. Learning from other people is the most instinctive and natural of all the learning contexts we experience, and starts from birth. Although learning can only be done by the learner and cannot be done ‘to’ the learner, the roles of other people

in accelerating and modifying that learning are vital important. Other people can enhance the quality of our learning and can also damage it.

We hear much of collaborative learning as if it is the most natural activity in the world. But it often seems the least natural, particularly amongst strangers. Sociological research tells us repeatedly that it is human nature not to be involved with people we do not know. [...] One key to working and learning with other people is therefore the ability to lower barriers and become friends with people who had been strangers while acknowledging differences and respecting different viewpoints.”

(Taken from Race (1998) The Lecturer’s Toolkit)

9. LEARNER AUTONOMY

- ~ *What is the problem that both teachers discuss?*
- ~ *Do you find this situation familiar? Explain.*
- ~ *What advice would you give to the teacher in the case study?*

Once I heard a conversation in the staff room between two of my colleagues who were complaining about their students being absolutely unable to make their own decisions about their learning.

One of the teachers complained that whenever he would ask his students to work in groups they wouldn’t know what to do. He explained that it often happened that one group would find their way to complete the task very quickly but another one wouldn’t be able to even to start without the teacher.

The other teacher agreed that she had a very similar situation and found out that her students didn’t have any of the skills they need to work on their own. She said that when in class her students would ask many questions about the task and as soon as they left the classroom they seemed to forget everything! And according to the syllabus a certain number of hours were allocated for self-study!

They both complained in the end that our schools don't help students to become autonomous learners i.e. schools don't teach students how to take responsibility for their own learning both in and outside the classroom.

This conversation made me think about my own students and question myself what I as a teacher can do to help my students to become more autonomous, more independent. Is it possible at all to develop autonomy? If so, how?

10. A GOOD LANGUAGE LEARNER: DEVELOPING LEARNING STRATEGIES

How can teachers encourage students to develop and use learning strategies?

Objective: to enable participants to think about how they can help learners develop LLS

Time: 20-25 min

Materials: list of strategies written on the flipchart, handout 2

► Procedure:

- 😊 Say that the task for the whole group is to analyse the strategies from activity 2 (the ones written on the slips of paper) and try to see any links between them and the characteristics of effective language learners that they now have expanded in groups.
- 😊 (5-6 min) Work with the whole group. Take a slip (activity 1) and ask participants which characteristic on the flipchart it can match. Stick it there. Do the same with the rest of the strategies. Keep this relatively brief. Encourage participants to write the strategy in the table so that they have all the information on their handouts.
- 😊 (3-4 min) Once the second column is filled (not necessarily completely), ask participants the following questions:
 - ~ *Do you think students are able to develop and use language learning strategies on their own?*
 - ~ *What can you as a teacher do to encourage your students to use language learning strategies and become more effective in language learning?*

Possible answers:

- ~ Yes, however, teachers should encourage their learners to develop learning strategies using any opportunity.
- ~ Teachers can develop exercises/activities/tests/types of assessment. They can consult students on an individual basis. They can allocate specific tutorial time to work on LLS exclusively.

- 😊😊😊 (7 min) Put participants back in groups. Tell groups to complete the third column. Groups have to think of other possible strategies that they as teachers (the second column contains their suggestions as learners) can teach/encourage students to use. Give an example (see for more examples in the table attached):

Effective language learners tolerate ambiguity, they do not find unknown words off-putting and are not discouraged if the word is long and looks difficult.

Teachers can ask students to take an unknown word and break it down to smaller parts to see if this helps understanding.

Unputdownable = - un + put + down + able

- 😊 (7 min) Invite groups to present their ideas to each other in turns.

Summary

- Distribute the test interpretation (handout 3📄).
- Say that this session can have a double value for EL teachers as they can encourage their learner to use LLS and also use the strategies themselves because teachers never stop learning a language they teach.

Establish that learning strategies can be acquired by students in the course of study in any subject and it is a teacher's task to assist language learning by promoting awareness of the learning strategies. Suggest that teachers should be aware of the strategies that their students use and should be able to recommend new ones to them depending on their abilities and other factors which influence learning.

NB Teachers' and students' perceptions of the most efficient learning strategies may be quite different. Teachers must take this into account.

Establish that learning strategies can help immensely but there are no universal recipes. What works for one student may not work for others. Say that it is

important for students to have an informed choice of LS most suitable to their learning style as well as to the language area they study (e.g. use of flash cards is focused on vocabulary acquisition and will not be suitable for developing listening skills).

11. AUTHENTICITY

✂**A.** You teach a group of second year students of the English Philology Faculty at the Uzbek State World Languages University in Tashkent. Your students' level of English is intermediate. Most of the students are Uzbek nationals and most of them are girls. This week you are discussing different types of sports. So you would like to find an authentic text to read with your students.



B. You teach a group of first year students of the International Economic Relations Faculty at the Tashkent State University of Economy. Their English language proficiency level is elementary. There are 5 girls and 10 boys in the group. Most of the students are Russian-speaking nationals. This week you are teaching them imperatives. So you would like to bring an authentic text for them to read.



C. You teach a group of third year students specialising in law at the Ferghana State University. Their English language proficiency level is pre-intermediate. There are 7 girls and 8 boys in the group. Most of the students are Uzbek speaking nationals. This week you are discussing jobs and careers. So you would like to bring an authentic text for them to read.

✂EVALUATING AND SELECTING COURSE BOOKS

A. You teach a group of first year students in the English Philology Faculty at the Uzbek State World Languages University in Tashkent. The subject you teach is Practice of Oral and

Written Speech. The class lasts 4 hours once a week (100 hours per academic year). You should have a progress test (oraliq nazorat) each month. You prefer to discuss one topic a week. You want your students to have integrated skills classes but with greater focus on reading.

12. ✂

B. You teach a group of first year students of the Faculty of Economics at The National University of Uzbekistan. You have classes once a week for 2 hours – with 80 total contact hours over the year. You want to focus on a grammar point each lesson and to base your syllabus on a course book. Your students want to develop their grammar and vocabulary and their listening and reading skills. They are interested in reading extracts from English literature. You have done a survey and found out that most of your students are visual learners.

13. ✂

C. You have been selected as a tutor to a group of students who are preparing to take part in an English language competition. The tasks in the competition will consist of a grammar and vocabulary test, reading a text aloud and answering questions, writing argumentative and descriptive essays. They are mainly third-year students. They will have classes with you 4 times (8 hours) a week over 2½ months.

14. ✂

D. You are teaching at a private language school in the evenings. Most of your learners are adults who come to the class after their work. Most of them want to go abroad. They need to know how to survive there. They want to develop their speaking and writing skills in order to be able to communicate freely in a foreign country. In your group there are people of different learning styles. They do not like long instructions as they do not like reading very much.

III. НАЗАРИЙ МАШҒУЛОТЛАР МАЗМУНИ

SESSIONS OUTLINE

Session 1: Learning styles

A *learning style* is the way a person learns best, understands best and remembers best. There are four basic learning styles:

1. *Visual* learners like to learn new information by seeing it. Showing pictures or charts and writing important information on the blackboard will help visual learners practice and remember new ideas and information.
2. *Auditory* learners like to learn new information by hearing it. Short lectures, hearing the information in a song or asking students to repeat information aloud will help auditory learners remember new things¹.
3. *Kinaesthetic* learners prefer to learn new things by moving or doing. You can help your kinaesthetic students by asking them to act (talking with a friend in the bazaar). You can also ask them to write answers on the blackboard or ask them to work in a group with other students.
4. *Tactile* learners like to learn new information by touching or holding things. You can teach students who are tactile learners by giving them objects (a blue paper, a red paper, a shoe and a sock), writing vocabulary words on a card for them to study, or giving them instructions written on a card.

All learners are different and therefore they learn in different ways. It is important for teachers to appeal to all four learning styles to make their teaching effective and to keep all their learners involved.

Назорат саволлари

- What learning style are your students?
- What makes learning styles?
- Which style is best?
- What happens when a teacher only uses one type of activity?

¹ *DUET-Development of Uzbekistan English Teachers- 2-том.* (CDва DVD материаллари билан). (Британия Кенгаши билан ҳамкорликда), Тошкент 2009.

- How can a teacher teach students with different learning styles?

Фойдаланилган адабиётлар:

1. Puchta, H. (2005) Making the most of Multiple Intelligences. *English Teaching Professional*, 41 November 2005, 5-8.
2. Ryall, S. Using newspapers in the classroom. An Alternative approach. *Modern English Teacher*, 15(2), 42-49.
3. Senior, R. (2005). Authentic communication in the language classroom. *English Teaching Professional*, 37 March 2005.
4. Senior, R. (2005). Keeping control in communicative classrooms. *English Teaching Professional*, 40 September 2005.

Session 2: Error correction

Traditionally mistakes have been perceived as ‘punishable sins’ that have to be avoided at all costs. This often breeds fear of making mistakes and therefore discourages students from experimenting with language. Teachers should cultivate positive attitude to errors as learning steps and should encourage self- and peer-correction of post-systematic mistakes. However, teachers should recognize that students have no language capacity to correct their pre-systematic mistakes and should help students with recognition and correction of these mistakes².

Applied linguists have done a lot of good over the years but mostly their theories are of interest to their fellow academics. On the other hand, in the area of errors they have helped teachers in all sorts of ways. There is a concept that I would like to share with you. It is called ‘interlanguage’ and it comes from the field of second language acquisition. If you take this continuum as being all the way from beginner to native speaker’s standard in a language, this continuum is sometimes called interlanguage. It is literally ‘language between the languages’, it’s when you are in between being a beginner and a native speaker.

Назорат саволлари

² *Training the Trainers Programme*. (CDва DVD материаллари билан). (Британия Кенгаши билан ҳамкорликда), Тошкент 2011.

- What two types of error have been mentioned in the talk?
- What is interlanguage?
- What traditional attitudes to error correction have been mentioned by the presenter?
- What approaches to error correction have been suggested by the presenter?
- Which new terms did you hear? Which ones would you like to discuss?

Фойдаланилган адабиётлар:

1. Calzoni, D. (2003) Homework with a difference. (On action research). *English Teaching Professional*, 27 April 2003, 50-52.
2. Davis, M. (2007) Newspaper conventions revealed! *English Teaching Professional*, 50 May 2007, 8-10.
3. Johnson, A.K. (2000) Climbing the story ladder: telling, writing and publishing stories in class. *Modern English Teacher*, 9 (2), 35-39.
4. Lombard, C. (2006) Tell me what you've told me. *English Teaching Professional*, 45 July 2006, 58-59.

IV. АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

Lesson 1. Interaction patterns

Objectives:

- to give participants an opportunity to explore the advantages and disadvantages of various interaction patterns
- to engage participants in a discussion of factors that shape the structure of classroom interaction
- to raise participants' awareness of the importance of using different modes of work

We need to use different interaction patterns in a lesson because we need to take into consideration the different learning styles and preferences of our learners. We need to use different interaction patterns in order to maintain the interest of the learners and bring some variety into the lesson.

Ишни бажариш учун намуна

Teachers need to use different interaction patterns in a lesson because we need to take into consideration the different learning styles and preferences of our learners. They should use different interaction patterns in order to maintain the interest of the learners and bring some variety into the lesson. A good lesson starts with a whole class activity and finishes with a whole class activity so that there is a feeling of community. In order to create favourable conditions for students to communicate with each other a teacher does not always need to be in control of students and should give them a chance to work together in groups or pairs.

Назорат саволлари

1. What factors play a major role in choosing the classroom interaction?

2. Do our books determine interaction patterns for activities? If yes, should we rely on them to determine interaction patterns in our classes? Why/ Why not?

Фойдаланилган адабиётлар:

1. Puchta, H. (2005) Making the most of Multiple Intelligences. *English Teaching Professional*, 41 November 2005, 5-8.
2. Ryall, S. Using newspapers in the classroom. An Alternative approach. *Modern English Teacher*, 15(2), 42-49.
3. Senior, R. (2005). Authentic communication in the language classroom. *English Teaching Professional*, 37 March 2005.

Lesson 2. Community building

Objectives:

- to raise participants' awareness of the importance of building community in the classroom
- to raise participants' awareness of the role of a teacher in building community

All learners are whole persons and therefore both their cognitive, i.e. linguistic, and emotional needs should be met. Teachers should provide their learners with meaningful, challenging but doable tasks to keep them interested. It is important for a teacher to use team building and cooperative activities to encourage mutual respect and cooperation rather than competition.

Ишни бажариш учун намуна

The session focuses on the following:

- All learners are whole persons and therefore both their cognitive, i.e. linguistic, and emotional needs should be met.
- Teachers should provide their learners with meaningful, challenging but doable tasks to keep them interested.
- It is important for a teacher to use team building and cooperative activities to encourage mutual respect and cooperation rather than competition.

It is important to constantly

Назорат саволлари

- What is community?
- What do people in a community have in common?
- What communities do you belong to?

Фойдаланилган адабиётлар:

1. Johnson, A.K. (2000) Climbing the story ladder: telling, writing and publishing stories in class. *Modern English Teacher*, 9 (2), 35-39.
2. Lombard, C. (2006) Tell me what you've told me. *English Teaching Professional*, 45 July 2006, 58-59.
3. Medgyes, P. (1986) Queries from a communicative teacher. *English Language Teaching Journal*, 40(2), 107-112.

Lesson 3. Integrated skills

Objectives:

- to give participants an opportunity to experience an integrated skills lesson as learners
- to help participants explore the characteristics of an integrated skills lesson to raise awareness of the advantages of and possible problems in using songs.

In real life communication takes place through all the channels: Listening, Reading, Speaking and Writing. Integrating skills in one lesson makes it more interesting and communicative/meaningful;

Such lessons could be prepared with the help of participants' students who can provide good songs and/or some other material which lends itself to integrated skills lessons.

Ишни бажариш учун намуна

In real life communication takes place through all the channels: Listening, Reading, Speaking and Writing. Integrating skills in one lesson makes it more interesting and communicative/ meaningful. Such lessons could be prepared with the help of participants' students who can provide good songs and/or some other material which lends itself to integrated skills lessons.

Назорат саволлари

- What level (beginners, pre-intermediate, intermediate, advanced) is this lesson most suited for? Why?
- Why was vocabulary taught as well as the four skills?
- What are the advantages of using songs for an integrated skills lesson?
- What kind of problems connected with using songs might teachers face?
- Why is it useful to use the same material to practise different language skills and vocabulary?

Фойдаланилган адабиётлар:

1. Johnson, A.K. (2000) Climbing the story ladder: telling, writing and publishing stories in class. *Modern English Teacher*, 9 (2), 35-39.
2. Lombard, C. (2006) Tell me what you've told me. *English Teaching Professional*, 45 July 2006, 58-59.
3. Medgyes, P. (1986) Queries from a communicative teacher. *English Language Teaching Journal*, 40(2), 107-112.

Lesson 4. Communicative language teaching

Objective: to raise participants' awareness of the communicative approach to language and teaching

Students do exercises where they have to convert direct speech into indirect. Students repeat words after the teacher

Ишни бажариш учун намуна

Communicative language teaching promotes a focus on communicative competence which is supported by grammatical or lexical competence. Learners use language for meaningful purposes. Fluency and accuracy are viewed as complementary principles underpinning communicative techniques.

Назорат саволлари

- Which of the approaches to teaching how to ride a bicycle do you think is more effective? Why?
- Which of the pictures illustrates each of the statements? Why do you think so?

- In your opinion which statement would the authors of this training programme agree more with? Why do you think so? Give reasons for your answer.

Фойдаланилган адабиётлар:

1. Puchta, H. (2005) Making the most of Multiple Intelligences. *English Teaching Professional*, 41 November 2005, 5-8.
2. Ryall, S. Using newspapers in the classroom. An Alternative approach. *Modern English Teacher*, 15(2), 42-49.
3. Senior, R. (2005). Authentic communication in the language classroom. *English Teaching Professional*, 37 March 2005.

Lesson 5. Learner-centred approaches to teaching

Objective: to introduce and explore the concept of learner-centred approaches to teaching

Learner can inform various methods and different activities used at the process of the lesson in teaching English.

Ишни бажариш учун намуна

It is very important to be sensitive to the learners. Teachers should be aware of how their students learn and what influences this process. They should consider students' previous learning experience, preferences about how the process can be organized, students' goals and needs, their personalities, interests, hobbies, and so on.

Назорат саволлари

- Why is there a need to move from a traditional teacher-centred approach to a more modern learner-centred approach?
- How can teachers benefit from adopting a LC approach to teaching?
- What are the benefits of this approach for students?
- Do you think teachers in our context might find it difficult to adopt a more learner-centred approach? Give your reasons.

Фойдаланилган адабиётлар:

1. Senior, R. (2005). Authentic communication in the language classroom. *English Teaching Professional*, 37 March 2005.
2. Senior, R. (2005). Keeping control in communicative classrooms. *English Teaching Professional*, 40 September 2005.
3. Taylor, J. (2002) The Road to Autonomy. *English Teaching professional*, 24 July, 8-10.
4. White, J.C. (1989). Negotiating communicative language learning in a traditional setting. *English Language Teaching Journal*, 43(3), 213-220

Lesson 6. A good language learner: developing learning strategies

Objectives:

- to enable participants to explore individual learning strategies developed over their years as learners
- to introduce some new learning strategies to participants
- to emphasise the importance of encouraging students to develop their own strategies to become more effective learners
- to show the value of language learning strategies for teachers as language learners

Learners suggest that participants can compare their ideas and do the test to check how effective they are as language learners. Distribute handout and ask participants to do the test individually. They invite participants to share the results with each other. Invite comments from the whole group and say that behind each question in the test there is a characteristic of an effective language learner. Try to elicit these characteristics.

Ишни бажариш учун намуна

This session can have a double value for EL teachers as they can encourage their learner to use LLS and also use the strategies themselves because teachers never stop learning a language they teach. Learning strategies can be acquired by students in the course of study in any subject and it is a teacher's task to assist language learning by promoting awareness of the learning strategies. Teachers should be aware of the strategies that their students use and should be able to

recommend new ones to them depending on their abilities and other factors which influence learning.

Назорат саволлари

- Do you think it is possible for a student to become an effective learner? How?
- What did you do to become effective language learners when you were learning English?

Фойдаланилган адабиётлар:

1. Paran, A. (2003) Intensive reading. *English Teaching Professional*, 28 July 2003, 40.
2. Puchta, H. (2005) Making the most of Multiple Intelligences. *English Teaching Professional*, 41 November 2005, 5-8.
3. Ryall, S. Using newspapers in the classroom. An Alternative approach. *Modern English Teacher*, 15(2), 42-49.

Lesson 7. Authenticity

Objective: to raise participants' awareness of text and task authenticity in language teaching

Authentic texts have an important place in the teaching of English as supplements to the language often found in course books. They confront learners with real language used for real purposes. Tasks should as far as possible be authentic too – they should replicate real processes used by readers/ listeners when they deal with texts

Ишни бажариш учун намуна

Authentic texts have an important place in the teaching of English as supplements to the language often found in course books. They confront learners with real language used for real purposes. Therefore tasks should as far as possible be authentic too – they should replicate real processes used by readers/ listeners when they deal with texts. That will be main focus of the session.

Назорат саволлари

- You want to know when the film you want to watch starts today. What will you do?
- You want to join a library. The librarian has provided you with the membership terms and conditions. What will you do?
- You are waiting for your turn at the hairdresser's. You have about 10 minutes, so you pick up a magazine and find that it contains an article which interests you. What would you do?

Фойдаланилган адабиётлар:

1. Paran, A. (2003) Intensive reading. *English Teaching Professional*, 28 July 2003, 40.
2. Puchta, H. (2005) Making the most of Multiple Intelligences. *English Teaching Professional*, 41 November 2005, 5-8.
3. Ryall, S. Using newspapers in the classroom. An Alternative approach. *Modern English Teacher*, 15(2), 42-49.

Lesson 8. Evaluating and selecting course books

Objectives:

- to help participants develop criteria for evaluating course books
- to give participants an opportunity to apply their own criteria in selecting course books

Course books should be evaluated against your learners' needs. There is no perfect course book that will contain everything you need.

Ишни бажариш учун намуна

Authors of ELT textbooks might be leading professionals but they will not know about your context, or the specific needs of your learners. Teachers should acknowledge this and as a result they have the right to evaluate the textbook against their own criteria and based on this evaluation select or adapt the materials. Course books should be evaluated against your learners' needs.

Назорат саволлари

- Do you think this course book is suitable for your students? Why?/Why not?
- What materials do you use to teach your students?
- Do you have to use certain course books in your institution? What are they?

Фойдаланилган адабиётлар:

1. Calzoni, D. (2003) Homework with a difference. (On action research). *English Teaching Professional*, 27 April 2003, 50-52.
2. Davis, M. (2007) Newspaper conventions revealed! *English Teaching Professional*, 50 May 2007, 8-10.
2. Johnson, A.K. (2000) Climbing the story ladder: telling, writing and publishing stories in class. *Modern English Teacher*, 9 (2), 35-39.

Lesson 9. Adapting and supplementing materials 1 & 2

Objectives:

- to help participants explore various ways of adapting and supplementing texts
- to give participants an opportunity to adapt texts

Teacher establishes that no course book is ideal and it is the teachers' responsibility to find ways of building a bridge between the class and materials in the course book. It will also raise students' motivation if they see that their teachers are doing extra work in order to make lessons more interesting and meaningful for them

Ишни бажариш учун намуна

No course book is ideal and it is the teachers' responsibility to find ways of building a bridge between the class and materials in the course book. It will also raise students' motivation if they see that their teachers are doing extra work in order to make lessons more interesting and meaningful for them.

Назорат саволлари

- Which of these problems can a teacher solve by adapting and/or supplementing course book materials?

- What can you do if your textbook does not have enough practical grammar/ vocabulary exercises, pictures, cultural information, listening material or questions to discuss?
- Where can you find additional material?

Фойдаланилган адабиётлар:

1. Puchta, H. (2005) Making the most of Multiple Intelligences. *English Teaching Professional*, 41 November 2005, 5-8.
2. Ryall, S. Using newspapers in the classroom. An Alternative approach. *Modern English Teacher*, 15(2), 42-49.
3. Senior, R. (2005). Authentic communication in the language classroom. *English Teaching Professional*, 37 March 2005.

Lesson 10. Facilitation in language teaching

Objective: to help participants explore the nature of facilitation in teaching

Teacher establishes that *facilitation* in teaching is more of an attitude towards the teaching profession than just a set of certain skills. It is rooted deep in teachers' beliefs about learning and about how they teach their students to maximise their learning. There is no right or wrong way one can take to become a facilitator. A good facilitator has a perfect sense of the classroom and students and this guides her/him in selecting the methods s/he employs in teaching and supporting learning.

Ишни бажариш учун намуна

Facilitation in teaching is more of an attitude towards the teaching profession than just a set of certain skills. It is rooted deep in teachers' beliefs about learning and about how they teach their students to maximise their learning. There is no right or wrong way one can take to become a facilitator. A good facilitator has a perfect sense of the classroom and students and this guides her/him in selecting the methods s/he employs in teaching and supporting learning.

Назорат саволлари

- Is facilitation a skill or a talent?
- Is it possible to become a facilitator?
- Does a teacher need to go through special training to acquire the skills of a facilitator?

Фойдаланилган адабиётлар:

1. Senior, R. (2005). Keeping control in communicative classrooms. *English Teaching Professional*, 40 September 2005.
2. Taylor, J. (2002) The Road to Autonomy. *English Teaching professional*, 24 July, 8-10.
3. White, J.C. (1989). Negotiating communicative language learning in a traditional setting. *English Language Teaching Journal*, 43(3), 213-220

V. КЕЙСЛАР БАНКИ

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 describe 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 automaton. 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 possibly 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."

Ahmed looked up brightly. "Run. Like Said Aouita. Yeah, good runner."

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. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

Мустақил ишни ташкил этишнинг шакли ва мазмуни

Тингловчи “Инглиз тилини ўқитиш методлари – ёндашув ва педогогик технологиялар” модули бўйича мустақил ишни қуйидаги шакллардан фойдаланиб тайёрлаши тавсия этилади:

- ўқув ва илмий адабиётлардан, интернет манбаалардан фойдаланиш асосида модул мавзуларини ўрганиш;
- махсус адабиётлардан фойдаланган ҳолда модул мавзулари бўйича топшириқлар устида ишлаш;
- Хорижий тилларни ўқитишда илғор хорижий тажрибаларга асосланиб, интерактив ўқитиш усулларида амалий фойдаланган ҳолда дарс ишланмаси тузиш.

Мустақил таълим мавзулари

1. Methodological fundamentals of teaching.
2. Basic approaches to the investigation of language. The functions of language.
3. General scientific fundamentals of writing.
 1. Lexical peculiarities of the oral type of speech.
 2. Lexical peculiarities of the written type of speech.
 3. Syntactical peculiarities of the oral type of speech.
 4. Syntactical peculiarities of the written type of speech.
 5. Super sentential units in oral speech.
 6. Variants of non-standard conversational English.
 7. Figures of substitution in oral speech.
 8. Figures of combination in oral speech.
 9. Stylistic peculiarities of the oratorical style.
 10. Business correspondence in English.

11. The notion of aim and function. Pragmatic and linguistic aims. Functions of the language system, speech activity, speech.

12. Stylistics of language. Practical and poetic languages. Oral and written types and forms of language. The utterance and the text.

13. Stylistics of speech activity. The notion of functional style. Factors which determine the choice of a style.

14. The problem of functional style classification.

15. Stylistics of speech. Types of texts. Genres of texts. Stylistics of individual speech.

VII. ГЛЮССАРИЙ

Термин	Шархи
Andragogy	The study and practice of teaching methods appropriate to working with adults
Anticlockwise	In the opposite direction to the movement of the hands of a clock.
Applied linguistics	1) the study of second and foreign language acquisition and learning 2) the study of language and linguistics in relation to practical problems, such as <i>lexicography, translation, speech pathology</i> , etc.
Authentic task	A task which replicates or resembles a real-life task, e.g. scanning an article for particular information; this may be contrasted with a task which is specifically designed for, and only relevant in, the classroom.
Authentic text	Texts which are taken from newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programmes, etc. When a teacher prepares texts or tapes for use in the classroom, he/she often has to use simplified texts as opposed to authentic texts.
Authenticity	The degree to which language teaching materials have the qualities of natural speech or writing.
Autonomous learning	The process of learning without being controlled by anyone else
Autonomy	The ability to act and make decisions without being controlled

	by anyone else
Brainstorming	a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas.
Building rapport	Building friendly classroom relationships with and between learners
Challenge	A new or a difficult task that tests somebody's ability and skill
Clockwise	Moving around in the same direction as the hands of a clock
CLT	Communicative language teaching also (communicative approach)
Comprehensible input	Input language which contains linguistic items that are slightly beyond the learner's present linguistic competence.
Facilitate	To make a learning process possible or easier; to work with a group in order to help them to articulate ideas
Facilitator	a person who helps an individual or a whole group to learn and/or express themselves
Fluency (fluency developing activities)	In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes

VIII. АДАБИЁТЛАР РЎЙХАТИ

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