**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

ОЛИЙ ТАЪЛИМ ТИЗИМИ ПЕДАГОГ ВА РАҲБАР 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

"ЎҚУВ ЖАРАЁНИНИ РЕЖАЛАШТИРИШ, БАҲОЛАШ МЕТОДЛАРИ ВА ФИДБЕК МЕХАНИЗМЛАРИ" 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 2016 йил 6 апрелдаги 137-сонли буйруғи билан тасдиқланган ўқув режа ва дастур асосида тайёрланди.

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МУНДАРИЖА

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 табиялаш. Бу эса, ўз навбатида, чет тилини ўқитишни мукаммаллаштириш 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 кўяди. Ушбу мажмуа янги педагогик техногогиялар ва тилшуносликнинг замонавий йўналишлари асосида тубдан янгиланишни илгари суради ҳамда тингловчиларнинг таълим бериш сифатини кўтариш мақсадида дастурда турли эффектив ва замонавий педагогик технологиялар ишлатилган.

Ўқув жараёнини режалаштириш, баҳолаш методлари ва фидбек механизмлари 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" ги ПФ-4732-сон Фармонидаги устувор йўналишлар мазмунидан келиб чиққан ҳолда "Филология ва тилларни ўқитиш" (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, уларни илғор хорижий тажрибалар билан таништириш ҳамда чет тилларни ўқитишда замонавий педагогик ва психологик ёндашувлардан хабардор қилишни мақсад қилади. Мазкур дастур олий Ўзбекистонда таълим тизимида чет тилларни ўқитиш сифатини ва даражасини мунтазам равишда оширишга, тингловчиларнинг нафақат методик тайёргарлигини оширишга, балки уларнинг тил кўникмаларини амалда ривожлантиришга хизмат қилади.

Модулнинг мақсади ва вазифалари

Модулнинг мақсади ўқув жараёнини режалаштириш, баҳолаш методлари ва фидбек механизмлари модули бўйича олий таълим муассасалари профессор-ўқитувчиларида амалий хорижий тилни ўқитишнинг жараёнин ташкил этиш, уни режалаштириш ва баҳолаш

методларини ҳозирги кун талаблари асосида ташкил этиш методикасини ўзлаштириш ва амалиётни қўллаш олиш кўникмаларини ривожлантиришдан иборатдир.

Модулнинг вазифалари -чет тили таълимида билим, кўникма, малакаларни баҳолаш,лингвистик ва маданиятлараро компетенцияларни баҳолаш билан бирга нутқ коммуникацияси элементлари, социолингвистик элементлар, прагматик элементлар, баҳолашнинг асосий турларини ўзлаштирш билан бирга мавзуга оид олимлар томонидан билдирилган фикрларни таҳлил қилиш кўникмаларини ҳам мустаҳкамлайди. Модул портфолио тузиш, CEFR тизими бўйича баҳолаш, тестларни ишлаб чиқиш принциплари билан ҳам таништириш, ўқув адабиётларга бўлган эҳтиёжни ўрганиш, ўқув мақсадлари ва кутилаётган натижаларни тўғри белгилай олиш, баҳолаш, фикр-мулоҳазага асосланган баҳолаш механизмини мустақил ҳолда ташкил этишни ўз ичига олади.

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

Тингловчи:
- хорижий тилни ўқитишдаги ўқув жараёнини режалаштириш;
- хорижий тилни ўқитишда синф менежменти;
- ўқув жараёнини баҳолаш мезонлари;
- тил ўрганиш жараёнлари ва баҳолаш усуллари бўйича **билимга эга бўлиши керак.**

Тингловчи:
- тил ўқитилаётган ва ўрганилаётган шароитга қараб, ўқув жараёнини режалаштириш услубларини тўғри қўллай олиш;
- тил ўрганувчининг эхтиёжларини, билим даражасини тўғри баҳолай олиш ва ўқитишнинг энг самарали усулларини қўллай олиш;
- талабалар ўзлаштиришини таҳлил қилиш, баҳолаш ва турли амалий топшириқларни ярата олиш;
- ўз касбий махоратини оширишда касбга доир адабиётлардан ва шахсий амалиётдан унумли фойдаланишни йўлга қўйиш **кўникмларини эгаллаши лозим.**

Тингловчи:
- чет тили таълимида билим, кўникма, малакаларни баҳолаш;
- лингвистик ва маданиятлараро компетенцияларни баҳолаш;
- нутқ коммуникацияси элементлари, социолингвистик элементлар прагматик элементлар, баҳолашнинг асосий турларини ўзлаштириш;

5

- мавзуга оид олимлар томонидан билдирилган фикрларни таҳлил қилиш **малакаларига эга бўлади**.

Тингловчи:
- Модул бўйича портфолио тузиш, CEFR тизими бўйича баҳолаш; тестларни ишлаб чиқиш принциплари билан ҳам таништириш;
- ўқув адабиётларга бўлган эҳтиёжни ўрганиш;
- ўқув мақсадлари ва кутилаётган натижаларни тўғри белгилай олиш;
- баҳолаш, фикр-мулоҳазага асосланган баҳолаш механизмини мустақил ҳолда ташкил этиш **компетенцияларига эга бўлиши талаб этилади.**

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

Модулларни ўқитишда дарслик, ўқув қўлланмалар, тарқатма материалларидан, маъруза матнларидан, хорижда соҳага оид чоп этилган сўнгги мақолалардан фойдаланилади. Машғулотлар амалий ва вокшоп таълим шаклида олиб борилади ва кичик гуруҳларда ишлаш, амалий ўйинлар, ўқув лойиҳаларини яратиш, "Кейс-стади" каби интерфаол методлардан фойдаланган ҳолда амалга оширилади.

Курс давомида тингловчилар дастлаб намунавий дарсларда "тил ўрганувчи" ролида қатнашадилар, сўнгра ўқитувчи сифатида тавсия этилган дарслар ва машқларни таҳлил қилишади, махсус тестларни ечишади, портфолио топшириқларини бажаришади, намунавий дарс ўтиб бериш орқали ўзларининг тил ўқитиш кўникмаларини ривожлантиришади. Курс иштирокчиларидан касбий малакаларидан келиб чиққан ҳолда чет тилларни ўқитишдаги долзарб масалаларни белгилаб олишлари шунингдек, гуруҳ аъзолари билан дарсда ҳамкор ҳолда иш юритишлари, ўзаро фикр алмашишлари, интерфаол усулларининг самарали шаклларини таълим соҳасига тадбиқ этишга эришишлари, мавжуд иш тажрибаларини ҳамкасблари билан ўртоқлашишлари, хусусан, илғор тажрибаларни семинар-тренинглар, амалий курслар, дидактик материаллар, методик қўлланмалар кўринишида оммалаштириш ва таълим тизимида қўллашлари кутилмоқда.

Шунингдек, тингловчилар ўзларининг касбий маҳоратларини оширишда муҳим бўлган мавзулар билан танишадилар ва чет тилидаги мулоқот кўникмаларини ривожлантириш устида иш олиб борадилар.

Курс давомида тингловчиларнинг илғор тажрибаларини ўрганиш ва

оммалаштириш назарда тутилган.Амалий машғулотларда ва мустақил таълимда қўлланиладиган усуллар:

- амалий топшириқ

- жараён давомида ўрганиш

- муҳокама

- лойиҳа иши

- презентация

- потрфолио қайдлари/таълим олиш кундалигини юритиши

- ўқув адабиётларни, видео ва аудио материалларни бахолаш ва танлашга мўлжалланган матн, топшириқ ва вазифалар

- сўровнома ўтказиш

- Интернет ва бошқа манбалардан мавзуларга оид маълумотлар тўплаш

- турли ситуациялар, ролли ўйинлар

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

Ўқув жараёнини режалаштириш, баҳолаш методлари ва фидбек механизмлари (қайта алоқа) модули мазмуни ўқув режадаги "Хорижий тилларни ўқитишда инновацион технологиялар бўйича илғор хорижий тажрибалар", " Инглиз тилини ўқитиш методлари – ёндашув ва педагогик технологиялар " ўқув модуллари билан узвий боғланган ҳолда инглиз тили ўқитувчиларини хорижий тилларни ўқитишдаги замонавий ёндашувлар, педогогик технологиялар ва интерактив услублар билан таништиради.

Модулнинг олий таълимдаги ўрни

Мазкур модул олий таълим тизимида инглиз тили ўқитувчиларини энг сўнгги замонавий ёндашувар ва илғор амалий усуллардан унумли фойдаланган холда сифатли таълим беришларида муҳим ҳисса қўшади.

Модул бўйича соатлар тақсимоти:

№	Модул мавзулари	Тингловчининг ўкув юкламаси, соат					
		Хаммаси	Аудитория ўкув юкламаси				Мустақил таълим
			Жами	Жумладан			
				Назаий	Амалий машғулот	Кўчма машғулот	
1.	Introduction to the course	2			2		
2.	What is a syllabus?	2			2		
3.	Different types of language syllabus	2			2		
4.	Using the syllabus	2			2		
5.	Lesson Planning	4			2		2
6.	Formulating Lesson Objectives	2			2		
7.	Classroom techniques	4			2		2
8.	Giving feedback. Correcting mistakes in oral work	2			2		
9.	Feedback styles	2			2		
10.	Assessment. Test types	2			2		
11.	Giving Feedback on Writing.	2			2		
12.	Error correction	2			2		2
	Жами:	**28**			**24**		**4**

АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

Session № 1: Introduction to the course
to give participants an opportunity to get know each other better and establish a positive atmosphere in the group
to familiarize participants with the course content and its objectives
to enable participants to identify their initial learning needs

Lead-in   'Chain game'
Activity 1   Is that true about you?
Activity 2   Getting to know each other
Activity 3   What makes a good teacher?

Session № 2: What is a syllabus?
To raise participants' awareness of the importance of syllabus design
to enable participants to identify the difference between curriculum and syllabus

Activity 1.   Defining a syllabus
Activity 2.   What is Syllabus Design?
Activity 3.   Importance of the syllabus in teaching
Activity 4.   Linking Effective Teaching to the Course Outline

Session № 3: Different types of language syllabus

to provide an opportunity to participants to explore different types of syllabus
to enable participants to identify the advantages and disadvantages of each
Activity 1.   Types of syllabi
Activity 2.   Match different types
Activity 3.   Exploring deeper
Activity 4.   Pros and cons
Session № 4: Designing a syllabus

to raise participants' awareness of the basic issues related to syllabus design
to provide a practical guidance to participants to design their own syllabi
Activity 1.   How to start?
Activity 2.   How to write a syllabus?
Activity 3.   Course content and sequencing

Session № 5: Lesson planning

What is a lesson planning? How planning is important in teaching. How long is the lesson? Getting down to the preparation. Introduction what is 'planning'? Why would we want to plan courses and lessons? Why would we not want to plan courses and lessons? Who can you do your planning with? When can you plan your courses and lessons? Specifying objectives, the traditional view the 'starting from different angles' view

Session № 6: Formulating lesson objectives

The ABCD model as an effective tool in writing lesson objectives.
Inform students of the expectations for the course
Clarify the intent of the instruction
Guide the development and selection of learning activities and materials such as textbooks, instructional strategies, teaching resources, etc.
Create a framework for evaluating the overall effectiveness of the course

Session № 7: Classroom techniques

Topics for discussion:

What are classroom techniques? How activities are designed? Classes and people. Language patterns. Language skills combinations. Literature, culture, study skills and other subjects.

Session № 8

Giving feedback. Correcting mistakes in oral work
Topics for discussion:
Feedback types. Purpose of feedback. Oral feedback giving.

Session № 9: Feedback styles

to explore effective ways of observation
to give participants an opportunity to practice giving constructive feedback

Session № 10: Feedback in written form

to explore the characteristics of effective written feedback
to give participants an opportunity to experience giving constructive written

feedback.

Session № 11: Giving feedback on writing

to raise awareness of the importance of assessment and assessment criteria
h to discuss current practices of assessing students' writing
h to give feedback on samples of students' writing

Session № 12: Error correction
to explore the nature of errors/ mistakes and ways of dealing with them

ЎҚИТИШ ШАКЛЛАРИ

Мазкур модул бўйича қуйидаги ўқитиш шаклларидан фойдаланилади:
- ноанъанавий ўқитиш (интерактив, конференция, дебат);
- давра суҳбатлари (муҳокама этилаётган муаммо ва унинг ечими бўйича мантиқий хулосалар чиқариш);
баҳс ва мунозаралар (лойиҳалар ечими бўйича далиллар ва асосли рақамлар тақдим қилиш, эшитиш ва муаммолар ечимини топиш қобилиятини ривожлантириш).

БАҲОЛАШ МЕЗОНИ

№	Баҳолаш мезони	Максимал балл	Изоҳ
1	Интерфаол усулда дарс ишланмасини яратиш- 1,5 балл Хорижий мақола юзасидан шахсий хулоса (Reflection) ёзиш - 1балл	2.5	Интеграллашган тил кўникмаларини ҳар бири бўйича аниқ топшириқлар бажарилади ва баҳоланади

II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТРЕФАОЛ ТАЪЛИМ МЕТОДЛАРИ

1- Method: Lexical approach.

It presupposes the analysis of contextual meanings, the correlation of denotative and connotative meanings, comparison of contextual and dictionary meanings. This method is most relevant to text semantics since it enables the reader to discern subtle shades of meanings the language units acquire in the text.

2- Method: Content-based approach.

It deals with, the semantic content of language units and is based on the linguistic postulate that lexical meaning can be segmented into minimal semantic components (semes). The method includes techniques of a multi-stage definitional analysis and that of associative field. Componential analysis was first applied to the study of the semantic word structure, word agreement, lexicographical descriptions, syntagmatic and paradigmatic links of the word. In text linguistics, this analysis may be helpful in revealing conceptual features constituting the cognitive structure **of** words.

3- Method: Cognitive approach.

It is aimed at revealing associative links of the analyzed unit and building its associative field. This method can be implemented in two ways: 1) on the basis of an associative experiment; 2) on the material of associative dictionaries and thesauruses. An associative experiment has been elaborated in cognitive thinking, and it is based on the assumption that a certain stimulus presupposes some reaction: S —> R. The second way to uncover a net of associations inherent in the analyzed unit is to use the material supplied by various dictionaries of associations.

4- Method: Brainstorming.

It is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. The term was popularized by Alex Faickney Osborn in the 1953 book *Applied Imagination.*

5- Method: Interactive method.

There are three distinct reasons for interactive teaching. It is an attempt to see what actually exists in the brains of your students. This is the "summative" aspect. It is the easiest aspect to understand and it is well described in the literature. But, it is far from being the only perspective! The second reason is "formative", where the teacher aims through the assigned task to direct students' mental processing along an appropriate path in "concept-space". The intent is that, as students think through the issues necessary in traversing the path, the resulting mental construction that is developed in the student's head will possess those properties that the teacher is trying to teach. As Socrates discovered, a good question can accomplish this result better than, just telling the answer. The third may be termed "motivational". Learning is hard work, and an injection of motivation at the right moment can make all the difference.

6- Method: Discourse analysis.

It is based on the situational interpretation of the discourse and aims a) to hypotheses about the author's pragmatic intention on the basis of verbal signals; b) to characterize the linguistic personality's social status, cultural background and psychological inner world; c) to substantiate the appropriateness and effectiveness of communication by the verbalized in the text direct or indirect indications of a pragmatic intention and the addressee's verbal of non-verbal reaction to it.

7- Method: Methods of parameterization.

It is the study of linguistic units including texts, based on a set of parameters and principles of categorization. It is used to define complex linguistic notions and hierarchy of distinctive features constituting them.

8- Method: Method of categorization.

It is a kind of taxonomical activity aimed at sorting out and combining somewhat similar notions and corresponding units into larger categories. This method is based on cognitive operations of comparing, contrasting, identifying, setting up similarities and differences, etc. In the domain of text linguistics, the method of categorization may be helpful in analyzing text as a conceptual system, and revealing hierarchical relationships between its constituents.

9- Method: Critical Thinking Skills development (Bloom's Taxonomy).

It is a comprehensive, multi-stage analysis of concepts, which presupposes description of a) the concept structure and its constituents (notional, figurative and evaluative spheres); b) hierarchical taxonomy of cognitive features inferred in the process of conceptualization; c) distribution of cognitive features according to the "field" principle, i.e. their reference to either the nucleus or periphery of a concept.

10- Method: Problem solving strategies.

These are based on the theoretical conception that metaphor is not only a stylistic device, but also a means of conceptualization. It is one of the main mental operations, a means of cognition, categorization and evaluation (Lacoff, 1980). Metaphorical analysis aims to disclose the mechanism of metaphorization, which lies in the interaction of the two, source and target, spheres. The system of knowledge structures of a source sphere serves as a basis for cognitive modelling of a target sphere. Cognitive metaphorical analysis is of a special significance for fiction since imagery is considered an inalienable property of this text type.

11-Cognitive mapping.

It helps penetrate into "deep" semantics of the language units. It is presented as a step-by-step procedure including the study of:

● dictionary definitions and lexicographical interpretations of a word;

●properties conditioned by paradigmatic and syntagmatic links;

●word - building potential;

● phraseological units and paroemia affiliated to the analyzed word;

● all possible contexts of the word indicative of its conceptual senses.

12- Method: Cross-cultural analysis.

It is based on comparing and contrasting languages and cultures. It consists in cognitive interpretation of a) culturally and conceptually relevant language units in the text (linguoculturemes); b) universal and nationally-specific properties of language units including texts; c) cultural concepts manifesting particular domains.

III. АМАЛИЙ МАШҒУЛОТ МАТЕРИАЛЛАРИ

Training session № 1
Introduction to the course

Time: 80 min
Objectives:

- to give participants an opportunity to get know each other better and establish a positive atmosphere in the group
- to familiarize participants with the course content and its objectives
- to enable participants to identify their initial learning needs

Lead-in 'Chain game'
Time: 15 minutes
Materials: none
Procedure: Invite participants to introduce themselves with the help of ice-breaker activity 'Chain game'.

Activity 1 Is that true about you?
Time: 20 minutes
Materials: none
Procedure: Ask participants to write four statements about themselves. Tell them that one of the statements must be wrong.
Ask participants to read aloud their statements one by one and tell others to act as lie-detectors and identify the statement which is not true about them.
Invite participants to correct their false statements as well.

Activity 2 Getting to know each other
Time: 25 minutes
Materials: Handouts 1 and 2
Procedure: Invite participants to try out an interview. Tell participants that interviewers will ask questions (Handout 1) and interviewees answer their questions.

Activity 3 What makes a good teacher
Time: 20 minutes
Materials: Video "What makes great teachers great"
Procedure: Invite participants to watch a video. Before they start ask the following questions (Handout 2):
Are great teachers born or made?
What are the qualities of a good teacher?

What makes great teachers great?

After they have watched ask them to discuss the answers based on the video.
Handout 1
Answer the questions below:
Why are you attending this course?
What are your expectations from this course?
In what ways teachers can develop professionally?
What makes you stay in this job?
Where do you see yourself in five years?

Handout 2
Discuss the following:
Are great teachers born or made?
What are the qualities of a good
teacher?
What makes great teachers great?
Explain the following quote:

Reference:

1. *DUET-Development of Uzbekistan English Teachers*- 2-том. (CDва DVD материаллари билан). (Британия Кенгаши билан хамкорликда), Тошкент 2016.
2. *Training the Trainers Programme.* (CDва DVD материаллари билан). (Британия Кенгаши билан хамкорликда), Тошкент 2011.
3. Иргашева С., Абдураимова Я., Брювертон Б. *Being a Teacher*. (CDва DVD материаллари билан). (ЎзДЖТУ АҚШ элчихонаси билан хамкорликда), Тошкент 2016.
4. Spratt. M, Pulverness A, Williams M. (2005) The TKT Course, Cambridge University Press.

Suggested readings
1. Davis, B. G. (2001). "The Course Syllabus," in Tools for Teaching. Jossey-Bass: San Francisco, CA, pp 14-19.
2. Matejka, K. & Kurke, L. B. (1994). "Designing a Great Syllabus," College Teaching, Summer 42(3). Harvard affiliates can access this article online.

<p style="text-align:center">Training session № 2
What is a syllabus?</p>

Time: 80 min

Objectives:

To raise participants' awareness of the importance of syllabus design

to enable participants to identify the difference between curriculum and syllabus

Activity 1   Defining a syllabus

Time: 20 minutes

Materials: handout 1, video "What's a syllabus?"

Procedure: Ask participants to brainstorm the terms: curriculum and syllabus in pairs. Invite volunteers to present their findings.

Invite participants to read a short text (Handout 1) on defining a syllabus and ask them to come up with their own definitions for curriculum and syllabus.

Activity 2   What is Syllabus Design?

Time: 10 minutes

Materials: PowerPoint Presentation "Syllabus design"

Activity 3   Importance of the syllabus in teaching

Time: 25 minutes

Materials: handout 2, video "Interview with Dr Goodman on the importance of syllabus" part 1 and part 2

Procedure: Before playing the video ask participants: "Why is syllabus important in teaching?"

Distribute handout 2 and ask participants to fill in the table.

Activity 4   Linking Effective Teaching to the Course Outline

Time: 25 minutes

Materials: handout 3

Procedure: Ask participants to read the article (Handout 3). Put them into groups of three and tell them to write 3 questions based on the text. Invite one member from each group to join another group and ask the questions they have written. Ask volunteers to present their findings.

Handout 1

Read the text and write your own definition for a "syllabus"

- Widowson (1984), and Brumfit (1984) point out that "a syllabus is a practical thing or a public statement which is based on concepts of language, language learning, and language use".
- Dubin and Olshtin (1992: 28) give detailed description on what syllabus is. The point out that syllabus is a document which ideally describes:
- What learners are expected to know at the end of the course, or course objectives in operational terms?
- What is to be taught or learned during the course? (in the form of inventory items)
- When it is to be taught, and at what rate of progress? (relating the inventory of items to the different levels and stages as well as to the time constraints of the course)
- How it is to be taught, suggesting procedures, techniques, and materials?
- How it is to be evaluated, suggesting testing and evaluating mechanism?

Handout 2
   Fill in the table below:

№	Questions	Before watching	After watching
1.	What is a syllabus?		
2.	What should be in the syllabus?		
3.	What do learning objectives tell to students?		
4.	How to make a syllabus available to students?		
5.	To what level of detail should learning objectives		

	be written for a course?		
6.	What is the role of students in defining the objectives?		
7.	What is the relationship between course objectives and assessment?		

Handout 3
Read the text and write three questions based on it.

RETHINKING THE ROLE OF THE COURSE OUTLINE

"How can I get students to discuss more in class?" "Why aren't they completing required readings?" "Why did my students do so poorly on the mid-term?" "I'm teaching a class for the first time. What books am I going to use?" "How am I going to assess my students?" Sound familiar?

Although these common questions may appear to be isolated issues, they are, in fact, closely related. The source of the problems giving rise to these types of questions can usually be traced to the manner in which the course has been set up, or, more specifically, to the course outline, that apparently benign document instructors assemble and distribute to students at the start of semester .Whether it is intended or not, the quality of the course outline is a fairly reliable indicator of the quality of teaching and learning that will take place over the course of a semester. An additional benefit of a well-designed course outline is that it makes the always-difficult task of faculty assessment more rigorous. The familiar complaint of relying on student evaluations alone as the measure of effective teaching can be at least partially obviated by including course outlines as a major component of one's overall teaching portfolio. Similarly, measuring departmental teaching effectiveness is also enhanced when new faculty and administrators can see that there is unity and coherence between departmental teaching aims and objectives and the courses that serve as the means to those ends.

Reference:

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

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Suggested readings

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2. Matejka, K. & Kurke, L. B. (1994). "Designing a Great Syllabus," College Teaching, Summer 42(3). Harvard affiliates can access this article online.

Training session № 3
Different types of language syllabus

Time: 80 min
Objectives:

to provide an opportunity to participants to explore different types of syllabus
to enable participants to identify the advantages and disadvantages of each

Activity 1   Types of syllabi
Time: 20 minutes
Materials: PowerPoint Presentation "Types of syllabuses"
Procedure: Start the session by asking: "What types of syllabi do you know?" Elicit random responses. Accept all possible answers at this stage. Present a topic in the form of PPP. Do not define different types of syllabi at this stage.

Activity 2   Match different types
Time: 20 minutes
Materials: handout 1
Procedure: Ask participants to work in pairs and do the matching task. (Handout1) Check the answers. Then ask participants to group these types under two headings: "Product-oriented syllabuses and Process-oriented syllabuses"
Possible answers:

1F, 2G, 3A, 4B, 5C, 6E, 7D

Task-based and learner-centered are process-oriented syllabi.

Activity 3   Exploring deeper

Time: 25 minutes

Materials: handout 2

Procedure:

Ask participants to read an article and fill in the table. (Handout 2)

Check the answers.

Activity 4. Pros and cons

Time: 15 minutes

Materials: none

Procedure: Ask participants to choose one of the types of syllabi have been discussed and write a 250-word essay describing its advantages and disadvantages. Invite volunteers to read aloud their essays.

Handout 1.Match the types of syllabi with their descriptions

1. Product-oriented	A. presents structures, which are graded according to grammatical complexity, one by one and are supposedly internalized by learners before moving on to the next item
2. Process-oriented	B. designed around functions and notions of language and focused on what the learner needed to do with the language
3. Grammatical	C. stems from an analysis of high frequency vocabulary and phrases they work from language in use and builds up vocabulary areas
4. Functional / Notional	D. takes into account differing learning styles and aims to make the learner independent
5. Lexical	E. planned around a sequence of

	tasks which learners have to carry out in the
	classroom, with emphasis being placed on the communication of meaning
6. Task based	F. focuses on what learners will know as a result of instruction and they typically list a selection of graded items to be 'learnt' by the learners
7. Learner centred	G. concerned with the pedagogic processes of how outcomes are achieved

Handout 2

Read the text and fill in the table below:

The choice of a syllabus is a major decision in language teaching, and it should be made as consciously and with as much information as possible. There has been much confusion over the years as to what different types of content are possible in language teaching syllabi and as to whether the differences are in syllabus or method. Several distinct types of language teaching syllabi exist, and these different types may be implemented in various teaching situations.

a. Structural/grammatical (formal) syllabus

This syllabus is based on Classical Humanism approach. In classical humanism tradition, the content is a cultural heritage that is knowledge which has been identified and agreed to be universal, unchanging, and absolute.

The purposes of this syllabus are to transmit knowledge of the language system to the learners and to ensure that they master the grammar and vocabulary of the language.

The teaching procedures and learning experiences will include drilling of grammatically correct sentences, explanation of theory and memorization of lists of vocabulary.

The assessment is based on the learner's ability to produce grammatically accurate language.

The content of language teaching is a collection of the forms and structures, usually grammatical, of the language being taught. Examples include nouns, verbs, adjectives, statements, questions, subordinate clauses, and so on.

The weakness of this type is its aim for the elite. Its aim is to teach the entire system regardless the fact that not all parts of the system is useful for all learners.

b. Notional/functional syllabus

This syllabus based on Reconstructionism approach. Reconstructionism places its emphasis on objectives. The main purpose of education is to bring about some kind of social change. In this system, practical aspects of education are the first priority.

The objective of this program is "on the social function of language as the central unit of organization".

The role of the teacher is a model of native speaker to be imitated and as organizer and manager of learning experiences predetermined in advance.

Finney (1996:5) shows us the special attraction of this syllabus which provides three characteristics:

· Clarity of the goal

The objectives of a learning program are clear to both learners-teacher, which facilitates the selection of learning materials and activities.

· Ease of evaluation

Where there are clearly specific objectives of the success of the learners and the program can be easily evaluated to some extent that the objectives have been fulfilled.

· Accountability

In both formal and informal sectors, the model provides clear method for needs identification, establishing learning purpose, and providing measurable products of the educational program.

The content of the language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express. Examples of functions include: informing, agreeing, apologizing, requesting; examples of notions include size, age, color, comparison, time, and so on.

The weakness of notional syllabus is inadequate to cater all the learners' need to learn. It is not easy task to formularize what language function the learners are likely to communicate.

№	Types of syllabus	Purpose	Role of the teacher	Content of language teaching
1	Structural/ grammatical syllabus			
2	Notional/ functional syllabus			
3	Situational syllabus			
4	Mixed Syllabus			

Reference:

1.DUET-Development of Uzbekistan English Teachers- 2-том. (CDва DVD материаллари билан). (Британия Кенгаши билан хамкорликда), Тошкент 2016.

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4.Spratt. M, Pulverness A, Williams M. (2005) The TKT Course, Cambridge University Press.

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Training session № 4
Designing a syllabus

Time: 80 min
Objectives:
to raise participants' awareness of the basic issues related to syllabus design
to provide a practical guidance to participants to design their own syllabi

Activity 1   How to start?
Time: 10 minutes
Materials: none
Procedure: Ask the following questions: Should teachers design their own syllabi
or use the ready ones? Is it good or bad? Can all teachers design a course?
What should teachers do first in order to write their syllabi?
Elicit random responses. Accept all possible answers at this stage.

Activity 2   How to write a syllabus?
Time: 20 minutes
Materials: handout 1
Procedure: Invite participants to form small groups based on their specialty areas.
Ask participants to read a guideline on designing a syllabus and answer the stated
questions in their groups.

Activity 3   Formulating aims and objectives
Time: 25 minutes
Materials: handout 2
Procedure: Ask participants to stay in their groups and distribute handout 2
Invite groups to exchange their lists of aims and objectives. Ask volunteers to
report on their findings.

Activity 3   Course content and sequencing
Time: 25 minutes
Materials: handout 3, flipcharts
Procedure: Invite participants develop the course content based on their objectives
and distribute handout 3
Ask groups to present what they have done so far.

Handout 1
Read the following guidelines and respond to them accordingly

Before you start to write a syllabus. First the teaching situation and the intended learner group should be analyzed.

Teaching situation: What constraints are you working under that you cannot change? These might include

Type of assessment

If external, this could have tremendous impact on your syllabus.

Handout 2

Select a course you hope to teach or are currently revising. Spend at least 10 minutes trying to identify the most important educational outcomes you would want a graduate of this course to display. Begin by stating these in general terms as Aims, and then prepare a more formal statement of Objectives by which these aims will be realized**.**

Handout 3

In a typical semester, you can expect to give around 18 or 19 class meetings, depending on whether one or two formal sessions are scheduled each week. Within the framework you have outlined above, prepare preliminary titles or topics for each session of the semester.

On completion, look at the relative amounts of time you have allocated to each topic: does this reflect accurately what you have stated in your course objectives

Task 2 for self-study

Look closely over your course objectives, and decide upon the most valid and reliable means of assessing the extent to which students have attained them. Bear in mind that you should have a range of qualitative and quantitative objectives, so you should have some mechanism for evaluating each type. List each assessment item, and identify which course objective it is associated with. e.g.

Reference:

1.DUET-Development of Uzbekistan English Teachers- 2-том. (CDва DVD материаллари билан). (Британия Кенгаши билан хамкорликда), Тошкент 2016.

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<p align="center">**Suggested readings**</p>

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Session № 5

Lesson planning
Objectives: to raise participants knowledge on designing effective lesson plans
Time: 80 minutes
Topics for discussion:
1. What is a lesson planning? How planning is important in teaching. How long is the lesson? Getting down to the preparation 1.1 Introduction what is 'planning'? Why would we want to plan courses and lessons? Why would we not want to plan courses and lessons? Whom can you do your planning with? When can you plan your courses and lessons? Specifying objectives, the traditional view the 'starting from different angles' view the *students. Time*

Lead-in: Brainstorming
Time: 15 min
Materials: board and markers
Procedure: Write on the board the following unfinished statement –
Unplanned lesson is like a …. Elicit random answers and have a discussion why designing lesson plans beforehand is essential in language teaching.

Activity 1. Personal Quiz
Time: 15min
Materials: board and markers
Procedure: Draw a chart on the board and ask participants to fill in the table with relevant information based on their personal teaching. The chart may contain information based on

• classes and people

• language patterns

• language skills

• combinations

• literature

• culture

• study skills

• and other factors
And so on. Ask to rate things from 1-10 according to their importance.

Activity 2. Reading a case study and Discussion
Time: 30 min
Materials: handout 1
Procedure: Tell participants that they are going to read a case study about a teacher about lesson planning. Distribute handout 1 and ask them to read and afterwards start a discussion.

Handout 1. Read the text and take notes. After reading have a group discussion.
What there is to teach and learn

I have divided all the things I can think of that could go into a lesson or course into the following areas:

• classes and people

• language patterns

• language skills

• combinations

• literature

• culture

• study skills

• other subjects

Everyone in the classroom – whether teacher, teacher assistant or language student – needs to learn about these things in order to be able to teach them, or to refine their own understanding of them. I state this rather obvious fact since I think we forget sometimes that teachers can learn and learners can teach. Teachers need

to learn how students are thinking about something already before they can settle on the best starting point and way to proceed. We also need to continue to refine our own understanding of what we teach and how we learn. Students can help us to understand more about their language, literature and culture if it is different from our own, as well as about their professions, interests and views on the world. By having a fresh 'beginner's mind' (a Zen concept), students will notice, categorise and connect information in unusual ways that can enhance our own rather more fixed ways of looking at what we teach.

Activity 3 Designing lesson plan
Time: 20 min
Materials: power point
Procedure: Show students the powerpoint with lesson plan formatting. Tell them they are going to design a lesson plan scaffolding outline according to the topics distributed by the trainer. (Optional: you may ask them to come out with the topics themselves based on syllabus topics)

As they learn how to create the skeleton of an effective lesson plan, they work in group of 3-4 and make an outline of a lesson and present it to the class in the next lesson.

Reference:

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

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Session № 6

Formulating lesson objectives

Topics for discussion:

The ABCD model as an effective tool in writing lesson objectives.

Objectives: to raise participants knowledge on designing effective lesson plan objectives using ABCD modelling

Time: 80 minutes

(Note: Firstly, you are required to check their previous lesson's assignment on lesson plan outline. Each group must present their lesson plan outline based on the topics they chose 15-20 minutes)

Lead-in: Group work

Time: 15 min

Materials: none

Procedure: Ask participants how they write lesson plan objectives and how important they are. Accept all ideas and inform that this session is about lesson objectives techniques mostly focusing on ABCD modeling.

Activity 1 What is ABCD modeling?

Time: 25 min

Materials: computer, projector

Procedure: Explain the following information to the participants using the power point presentation.

The ABCD Model for Writing Objectives

Identifying a clear instructional goal or goals represents a critical first step in the instructional design process. The more clearly teachers articulate their instructional goals, the more clear and focused their teaching becomes which research indicates results in better student learning.

The ABCD model breaks instructional objectives into four parts:

Audience: describes who the learners are.

Behavior: describes what students will learn or be able to do as a result of completing the instruction.

Condition: describes the circumstances under which the learning will occur. In other words, describes required resources or materials students would need access to.

Degree: describes the level of mastery students must demonstrate to indicate they successfully mastered the objective.

Both the Audience and Behavior are found in all instructional objectives, however, many objectives lack Conditions or a statement of Degree. Conditions are often omitted as they are intuitively obvious. For example, a diving coach writing an objective for teaching a back flip would not need to include a Condition about a pool and diving board; clearly, the dive could not be completed without them. When a Degree is omitted it implies students should meet the objective 100% of the time or with 100% accuracy.

The Behavior represents the most critical aspect of an instructional objective. Behaviors are stated using verbs, and not just any verb will do. Objectives require the use of action verbs such as describe state, identify, compare, analyze, classify, predict, name or solve. Such verbs describe an observable action on the part of students which can be evaluated by the teacher to determine if the student has mastered the objective. If students don't do anything actively observable, how could the teacher know they learned anything? Accordingly, verbs such as *understand*, *learn*, *know* or *realize* are unacceptable as they don't represent an overtly observable action on the part of students to demonstrate their mastery. The Bloom's Taxonomy Breakdown can help identify overtly observable action verbs for the different levels of Bloom's Taxonomy which can be used to create well written instructional objectives.

Examples of Well-Written Objectives

- Below are some example objectives which include Audience (A), Behavior (B), Condition (C) and Degree (D).

- Given examples and non-examples of constructivist activities in a college classroom, students will explain why each is or isn't reflective of constructivist teaching practices with 90% accuracy.

- Given a sentence written in the past or present tense, students will rewrite the sentence in future tense with no errors or tense contradictions (i.e., I will see her yesterday.).

- Students will identify similarities and differences in perspectives on love in the poetry of Byron, Shelley and Keats.

Activity 2. Practice work on writing lesson objectives
Time: 25 min
Materials: board and markers
Procedure: Say that they are going to practice writing instructional objectives. Follow the text below.

Reference:

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

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Session № 7

Classroom techniques

Objectives: to raise participants' knowledge on using different classroom techniques that improves their language competence
Time: 80 minutes
Lead in
Objective: to focus participants' attention on different types of lesson organization by discussing the quotation
Time: 5 min
Materials: quotation, white board, markers
Interaction: plenary
Preparation: Write the quotation on the white board

Procedure: Ask the participants to express their opinion on the quotation "Tell me, I forget. Show me, I remember. Involve me, I understand ". Ask the participants to explain the link between the activity and today's session. The trainer will elicit random answers.

2. Learning Outcomes

Objective: to help participants to understand the session outcomes, to share attitudes and experience

Time: 5 min

Materials: none

Interaction: pair work, plenary

Procedure: Trainer draws a table with 3column with different modes of organizing the lesson e.g. *lecture-based lesson, teacher-cantered lesson,* and *learner-centered lesson.*

• Ask participants to categorize each piece of the quotation according the right column giving their own opinion. Trainer elicits the answers.

Suggested answer

Lecture-based lesson	Teacher-centered lesson	Learner-centered lesson
Tell me, I forget.	Show me, I remember.	Involve me, I understand

 Ask teachers to work in pairs and answer the following questions:

- What should the goals of classroom organization be?

- What principles of organization, sequencing, and presentation best facilitate learning?
- What teaching techniques and activities work best and under what circumstances?
- Take feedback from the whole group. There are no conclusions at this stage. The aim is to share attitudes and experience. Say that you will get into more detail discussion later.

    It's very essential and useful to create a friendly learning atmosphere in the class which lets learners to communicate with others; they need to do different tasks in pairs, in group because collaboration helps to develop their language and lifelong skills; and they need to receive a positive and constructive feedback on how successful or not their attempts have been.

So what is a teacher for? Short answer: to help learning to happen.

3. Brainstorming

Objective: to give opportunity to explore different types of activities

Time: 15 minutes

Materials: handout 1

Interaction: mini group work

Procedure: Divide the participants into 4 or 5 groups. Distribute handout 1 with slips of paper and ask them to match the subheadings of modes of interactions with types of classroom activities.

Set 10 min and monitor and facilitate if they need any help.

Ask the groups to choose a spokesperson to make report on their findings. Check and explain the answers. 5 min

4. Practicing Classroom Techniques

Objective: to explore types of teaching techniques through analysis and practicing it with their group mates in the form of demo-activity

Time: 40 min

Materials: handout

        Procedure: Explain the participants that classroom techniques are divided into categories depending on the focus and aim of the lesson. For example, there are special activities to facilitate introductions, to introduce a topic, to review and apply learning concepts, to build teams, and to energize a group. It's a teacher's role to choose appropriate activities for each step of the lesson and for the level of learners.

Suggested answer

1.	Activity to facilitate introduction	**PAT ON THE BACK**
2.	Activity to introduce a topic	**WORD TREE**
3.	Activity for reviewing and applying learning concepts	**TRAFFIC LIGHTS**
4.	Activity to build teams	**PHRASE BALL**
5.	Activity to energize a group	**ANIMAL ROUND-UP**

5. Reflection and action planning

Objectives:
- to reflect on the session and make an action plan
- to help participants to decide on the goals for development

Time: 15 minutes

Materials: whiteboard, markers, sheets of paper

Interaction: individual, group work, plenary

Procedure: Ask the participants to recall what they have done in today's session in order to reflect on the session activities. This helps them to analyze the session and to make conclusions about using different techniques in the classes.

Ask the participants to complete the chart given on the whiteboard individually. *5min*

Make 3 small groups and let them to share their opinions and plans within the group. 5min

Invite a representative from each group to report on the action planning

Types of activities	*Aim of this activity*	*How can I implement this activity in my lessons?*

- Summarise the session by establishing that effective teaching techniques:
1) use learner's background knowledge, 2) make learners think, analyse the language and make conclusions, 3) develop learners' thinking skills, 4) make them confident and prepare for independent learning. Moreover knowing the modes of interaction and applying them appropriately is important in EFL classes.

Handout 1
Subheading: *Role-Play*

Jury Trial. Divide the class into various roles (including witnesses, jury, judge, lawyers, defendant, and prosecution, audience) to deliberate on a controversial subject.

Press Conference – Ask students to role-play as investigative reporters asking questions of you, the expert on the topic. They should seek a point of contradiction or inadequate evidence, hounding you in the process with follow-up questions to all your replies.

Analytic Memo – Write a one-page analysis of an issue, roleplaying as an employer or client.

Subheading *Icebreakers*

Brush with Fame – Students relate their closest encounter with someone famous, even if it has to be a story about something that happened to a friend or relative.

Human Bingo – Students become acquainted at the start of a semester by performing a scavenger hunt you design as a handout: "find someone who dislikes carrots, someone who owns a German car, someone who has read a book about submarines, etc."

Two Truths and a Lie – Go around the room and ask each student to relate two true statements and one falsehood about themselves, without giving away which is false.

Subheading *Group work*

Jigsaw (Group Experts) – Give each group a different topic. Re-mix groups with one planted "expert" on each topic, who now has to teach his new group.

Student Pictures – Ask students to bring their own pictures from home to illustrate a specific concept to their working groups.

Simulation – Place the class into a long-term simulation (like as a business) to enable Problem-Based Learning (PBL).

Subheading *Pair work*

Think-Pair-Share – Students share and compare possible answers to a question with a partner before addressing the larger class.

Teacher and Student - Individually brainstorm the main points of the last homework, and then assign roles of teacher and student to pairs. The teacher's job is to sketch the main points, while the student's job is to cross off points on his list as they are mentioned, but come up with 2-3 ones missed by the teacher.

Psychoanalysis – Students get into pairs and interview one another about a recent learning unit. The focus, however, is upon analysis of the material rather than rote memorization. Sample Interview Questions: Can you describe to me the topic that you would like to analyze today? What were your attitudes/beliefs before this topic? How did your attitudes/beliefs change after learning about this topic? How will/have your actions/decisions altered based on your learning of this topic? How have your perceptions of others/events changed?

Subheading I Individual work

Bumper Stickers – Ask students to write a slogan-like bumper sticker to illustrate a particular concept from lecture. Variation: can be used to ask them to sum up the entire course in one sentence.

Opposites – Instructor lists out one or more concepts, for which students must come up with an antonym, and then defend their choice.

Writing Fables – Students write an animal fable (or at least sketch its outline) that will lead to a one-sentence moral matching the current concept discussed in class. May be done verbally instead.

HANDOUT 2
GROUP 1
Pat on the Back

Have everyone draw an outline of their hand on a sheet of paper, then tape it to their back. Have group members mingle and write things on everyone's back that tells them something positive.

GROUP 2

Word Tree Generate a list of words related to the topic. For example, if discussing goal setting, ask participants to give you words related to the topic. Participants may suggest 'objectives,' 'action plan,' 'targets,' 'planning,' 'achievement,' etc. Write all suggestions on the board, clustering by theme where possible. You can use this opportunity to introduce essential terms, too

GROUP 3

Traffic Lights

The purpose of this activity, suitable for any group, is to introduce the idea of developing an action plan at the end of a training session/seminar.
Materials: flipchart paper; pens and/or markers
Time: 20 minutes
1. Divide the group into teams.
2. Draw a traffic light on a flip chart at the front of the room. Explain that the traffic light represents an action plan: what participants should stop doing (red light), what they should do less of (yellow light), and what they should go forward with (green light).
3. Ask each participant to write down his or her own "traffic lights". Allow 5 minutes.

4. Go around the group and ask each person to tell the rest of the group one of the things they will stop doing because of the training session/seminar, one of the things they will do less of, and one of the things they are going to go ahead and do.

Reference:

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

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

3.Иргашева С., Абдураимова Я., Брювертон Б. *Being a Teacher*. (CDва DVD материаллари билан). (ЎзДЖТУ АҚШ элчихонаси билан хамкорликда), Тошкент 2016.

4.Spratt. M, Pulverness A, Williams M. (2005) The TKT Course, Cambridge University Press.

Suggested readings

1. Davis, B. G. (2001). "The Course Syllabus," in Tools for Teaching. Jossey-Bass: San Francisco, CA, pp 14-19.
2. Matejka, K. & Kurke, L. B. (1994). "Designing a Great Syllabus," College Teaching, Summer 42(3). Harvard affiliates can access this article online.

Session № 8

Giving Feedback

Objectives: to raise participants' knowledge on giving feedback
Time: 80 minutes
Lead-in:
Warm up. 10min

- Ask participants the following questions for brainstorming.
- What does the classroom language means in teaching context?
- Name types of feedbacks. (oral and written)
- How should teachers praise their learners during the lesson?

Say that this session is about the importance of oral feedback in EFL classrooms and its ways of delivering.

Activity 1 Reading and analyzing the text "Feedback to Students" by Teaching and Learning Tips Journal – 20 min

- Divide the group into 3, distribute the handout 1, and ask the participants read the information. 5min
- Give a poster to each group ask them to note the significant key points. 10min
- Ask one participant to share the main idea of the reading among groups. 5 min

Activity 2 Differentiating written and verbal feedback forms - 15min

- Divide the group into two Written and Feedback groups and tell them to think of the differences and similarities of these two types of feedback.
- Choose one person from each group as a secretary who takes notes during the discussion. Give them flipchart so that they write all the differences mentioned by the group.
- As soon as they finish let the secretary come to the blackboard with the poster for short report.

Activity 3 Case Study – 15min

- Distribute handout 2 with case study to read and discuss with their partner on the possible solutions for this situation.

- **Activity 4 Reading text on "General tips for giving face to face feedback to students"**

Adapted from Race & Brown (2005). *500 tips for tutors* (2nd Edition). RoutledgeFalmer, Oxon, UK. Handout 3

Activity 5 Reflection

Summarize all items that have been discussed during the session and reflect on the topic according to the Ripples on a Pond Model

Handout 1. Feedback to Students
Read the information below and underline the main idea of the text.
Group 1
What is "feedback"?

The concept of "feedback" is commonly used in communication theory and physiology. It informs the sender if the sent message is well received. It also provides the necessary information for refinement and revision, both during and after the process. When applied in teaching, it is always used to denote the teacher-to-student or student-to-teacher communication. Here we shall confine our discussion to teacher to- student feedback.

Handout 1.
Read the information below and underline the main idea of the text.

Group 2
Effective Feedback
Effective feedback, in either form,
- explains clearly and precisely the principal strengths and weaknesses of a student's performance;

- provides helpful guidance on how to improve;

- reinforces effective learning;

- motivates students to learn;

- is positive in tone;

- is prompt;

Conditions for Giving Feedback

Boyle and Lo identified nine conditions for giving feedback in college teaching:

1. All feedback, particularly scores and grades should be accurate, consistent and fair. That is, they should have high validity and reliability.

2. Feedback should be prompt and helpful. It should be critical but only in a constructive sense. Personal attack, including the use of sarcasm should be avoided.

3. Behaviors or qualities that can be observed or reliably judged, rather than inferences about possible causes should form the basis of the feedback.

4. Focus should be on things that individual can change and that are relevant to desirable learning or performance.

5. Comments should be specific, rather than vague and general.

6. Wherever possible, emphasis should be placed on strengths.

7. Care should be taken to ensure that the receiver will understand the feedback so that he or she knows what to do to change.

8. If appropriate and possible, the feedback should identify further learning opportunities and assessment activities, such as tutorials, revision assignments or second-chance tests.

9. Summary assessment reports may be useful to communicate to students the strengths and weakness of the work done by their class or cohort as a whole and how future work could be improved.

Handout 1.
Read the information below and underline the main idea of the text.
Group 3
Helpful hints for giving constructive feedback to students
Suggestions from Race and Brown:
- Plan and organize your feedback. Try to start and finish with something positive.
- Put students at ease. Help them to receive the feedback in a calm, objective way.
- A grade or score can always dominate students' reactions. Students who are "grade conscious" tend to ignore the feedback if the grade is as good or better than they expected; if the grade is lower than the student expected, feedback tends to be regarded merely as a justification of the grade—and not as a learning tool. Decide whether the score is important or whether it would be better to give feedback without a score. Another possibility would be to separate the feedback for improvement from the grade and give them out at different times. For example, one might distribute answer keys immediately after a test.

Reference:

1.DUET-Development of Uzbekistan English Teachers- 2-том. (CDва DVD материаллари билан). (Британия Кенгаши билан хамкорликда), Тошкент 2016.

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

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4.Spratt. M, Pulverness A, Williams M. (2005) The TKT Course, Cambridge University Press.

Suggested readings

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2. Matejka, K. & Kurke, L. B. (1994). "Designing a Great Syllabus," College Teaching, Summer 42(3). Harvard affiliates can access this article online.

Session № 9

Feedback styles

Objectives: to explore effective ways of observation

to give participants an opportunity to practice giving constructive feedback

Lead-in

Time: 10 min

Materials: handout 1

Procedure: Ask participants to answer the questions in handout 1 📑 ☐. Ask them to compare their answers to questions 1 and 4 with the appropriate part of Portfolio Specifications and some other colleague's answers.

Possible answers:

Questions	Entry 1	Entry 5
1. Whom should you observe?	*a colleague teaching students in a usual classroom*	*a peer trainer delivering a session during micro training*
2. What behavior in the classroom/training room can you focus your observation on?	*giving instructions, use of L1 in the classroom, teacher's presence, managing pair and group work etc.*	*giving instructions, trainer's presence, interaction patterns etc*
3. What observation instrument can you use?	*field notes, observer's questionnaires, tables / charts, checklists, interaction diagrams etc.*	*an observation tool (field notes, observer's questionnaires…) agreed in the session Preparation for micro training*
4. What will you do at the post-observation stage?	*provide oral and/or written feedback to the colleague*	*provide oral and/or written feedback in sessions 21 and 22 and write a report based on the observation notes and oral feedback session*

Collect the answers from the whole group. Say that in this session they will practice working with observation instruments and giving constructive feedback orally.

Activity 1 Video discussion

- **Objective:** to give participants a chance to explore what makes observation effective

Time: 20 min. Materials: handout 2, a DVD player, DVD, TV
Tell participants that they will watch a DVD on a post-observation stage. Ask them to do the task in handout.

Play the DVD.(10 min)
Ask participants to compare their answers in groups of four and discuss the follow-up questions from handout 2▤□in their groups. Invite answers from each group. Summarise the activity by saying that feedback both observers gave in the video was not effective: the first observer mainly criticised, and the second observer praised without any constructive recommendations. Say that in order to make observation effective it is important to think carefully about all three stages: pre-observation, observation, and post-observation.

Activity 2 Factors influencing effective feedback giving

Objective: to make participants aware of the important factors that lead to giving constructive feedback.
Time: 35 min
Materials: handouts 3 and 4
Procedure: Ask participants the following question:
What can you do to provide more reliable feedback after the observation of a lesson or a training session?
Possible answer: to prepare an observation instrument (form or checklist) that focuses on specific skills.
Put participants in groups of A, B, C and D and ask them to explore one of the following issues and list the things they may focus on during the observation in **Handout 3.**

Group A – teacher presence
Group B – classroom management
Group C – students' role
Group D – teaching skills

Answer keys

teacher presence	classroom management	students' role	teaching skills
eye-contact & body language nods, smiles, other forms of	Being on time readiness of equipment (e.g. cassette player, board…)	the proportion of T-S talking time use of learning strategies the actions	introduction and presentation giving instructions comprehension checking

encouragement	students seating	students do (speak,	reinforcement of
voice projection	arrangements	play, sing...)	ideas
sense of humor	supplementary aids	evidence of	providing feedback
flexibility	dealing with	cooperative	linking the stages
open-mindedness	discipline	learning	of a
	problems		lesson
			summarizing an
			activity/lesson

Regroup them into combined groups of A, B, C and D. Ask them to share their lists with others and get information from others to fill in the three other columns.

Distribute handout. Ask groups to discuss what the focus of observation was in each case.

Possible answers:

Observation 1: Tasks/techniques/activities used in the lesson
Observation 2: Lesson plan and its implementation
Ask participants how these two filled observation instruments can help in giving feedback. (**Possible answers**: *feedback will be more specific, concrete, descriptive…*)

Summarize the activity by saying that one of the qualities of effective observation is to give specific, constructive feedback and suggestions for improvement. When writing an observation report and especially when providing oral feedback to a teacher, it is important to practice giving constructive feedback. Constructive feedback is specific, and it provides an observe with questions for reflection. It focuses on the behavior rather than the person. Tell them that they will have a chance to practice giving and receiving feedback in the next activity.

Activity 3 Giving and receiving feedback

Objective: to give participants an opportunity to practice giving and receiving constructive feedback

Time: 25 min

Materials: handouts 5 and 6

Put participants in groups of three. Assign each participant of the group a role and give out role cards (handout 5▤☐). Ask groups to choose one of the observation tools from handout 4▤☐and give some time to each participant to study the role card and prepare for role play. Explain that **Feedback giver** and **Teacher** should play roles in a post-lesson discussion, and an **Observer** should sit quietly and observe them. Ask the Observer to act as time-keeper as well and to stop the discussion in 10 minutes.

Ask Observers to give feedback to the Teachers and Feedback givers. Give 3 minutes for each group to share their experience of being in three different roles. Ask the whole group to reflect on what they have learned from this experience. Distribute handout 6. Ask the groups to fold the paper as a brochure and write steps that should be taken at each stage: Pre-observation stage (1 st part of the paper) While observation stage (2nd part of the paper)

Possible answers:

Pre-observation stage	While observation stage	Post-observation stage
Ask permission from a teacher to observe a class at least five days before the class. Agree on the specific teaching elements to focus. Be informed about the lesson plan/curriculum and the group. Ask about any concerns that a teacher would like you to address.	Arrive at least 10 min. before the class starts. Come with an observation tool(s). Sit in the back of the class to avoid drawing students' and observee's attention to you during the class. Don't ask questions during the class and don't participate in the class activities and discussions.	Be sure that the observer is psychologically ready to receive feedback. Discuss the points from the observation form. Provide positive comments supported by necessary evidence. Ask questions for clarification. Give the observee an opportunity to express his/her feelings about the class, share ideas. Be honest and polite.

If needed, add that a well-planned observation will help them learn from each other a lot of things about teaching, plan further lessons; get/provide suggestions for further development (about readings, activities, etc.) and reflect

critically   on   one's   own   teaching. Give participants 5 min. to write the main things that they have picked up from this session in their Reflection Log.

Reference:

1.DUET-Development of Uzbekistan English Teachers- 2-том. (CDва DVD материаллари билан). (Британия Кенгаши билан хамкорликда), Тошкент 2016.

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4.Spratt. M, Pulverness A, Williams M. (2005) The TKT Course, Cambridge University Press.

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Suggested readings

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- Davis, B. G. (2001). "The Course Syllabus," in Tools for Teaching. Jossey-Bass: San Francisco, CA, pp 14-19.
- Matejka, K. & Kurke, L. B. (1994). "Designing a Great Syllabus," College Teaching, Summer 42(3). Harvard affiliates can access this article online.

Session № 10

FEEDBACK IN WRITTEN FORM – 2

Objectives: to explore the characteristics of effective written feedback
to give participants an opportunity to experience giving constructive written feedback

Lead-in
Time: 5 min
Materials: none
 Procedure: Ask the following questions one by one:
1. Have you ever received written feedback? How useful did you find it? Give reasons.
2. Have you ever given written feedback to anyone? If you have, give examples.
3. Did you find giving written feedback easy or difficult?
4. What are the advantages of written feedback? (**Possible answers**: *always available,structured, helps to improve the quality of work in the future*)

Summarise the lead-in by saying that in this session you will discuss what to write in

feedback and how to write it; then participants will practice writing it.

Activity 1 Structure and content of written feedback

Objective: to help participants analyze the structure and content of good written feedback

Time: 20 min

Materials: handout 1(per participant), four copies of a sample portfolio with entries per group

Procedure: Tell participants that you are going to give them trainer's feedback on Portfolio entries given to one of the DUET participants. Distribute handout 1 and a copy of the sample portfolio per group. Ask them to read the feedback (looking at the portfolio) and then, in groups of four, to discuss the points in handout 1.
Invite groups to share their answers.

Possible answers:

1. The feedback is structured very clearly (opening, overall comment, comment on each entry, general concluding remarks, signature, and date)

2. Answers may vary.

3. Participants will probably add the following:

Entry 1 to formulate the questions (Task 1) in a proper way in the postactivity and, actually, this task may be in the while-reading part Entry 2 while-reading part instructions must be put in the right place. (i.e.

Task 1 must come after the 1st part of the text)

the numbering is wrong (there is no Task 2 but there is Task 3).

Activity 2. The language of feedback

Objective: to help participants analyze the language of written feedback

Time: 30 min

Material: handouts 2 and 3

Procedure: Put participants in groups of 4 or 5 and tell them that you have found yourself in a very difficult situation and you want them to help you. Distribute handout 2. Ask them to read the situation and write suggestions to improve the points, which were identified as poor.

Distribute handout 3 to each participant. Ask participants to look at the feedback on the portfolio and write how the trainer expressed the suggestions.

Suggested answers:

Entry #	Trainer's suggestions	Suggested answers
Entry 1	to clarify the level of students, to allow students to use dictionaries while finding synonyms	*I wonder what the senior level is. Are students going to use their dictionaries while finding synonyms?*
Entry 2	to write the objectives of the lesson, time limit, interaction patterns for each activity to reduce the number of words in task 3	*I wonder what the objectives of the lesson are. Please state the time limit and interaction patterns for each activity* *It would be better if you reduced the number of words in task 3*
Entry 3	o revise instructions to include some guiding questions in handouts 1 and 2 to remove the Russian translation of the poem	*Take time and revise your instructions, for example for the 3rd task, it would be better if you simplified the instructions. I think it will be good if you include some guiding questions to facilitate the discussion. I wonder why you have the Russian translation of the poem. Is it important in teaching listening?*

Entry 5	to write the aims of the lesson to improve the language	*To improve your lesson plan think* *about your lesson aims.* *Your* *present plan does not say what* *you want your students to take* *from your lesson.* *It would be good if you could* *spare some time to improve your language.*
	To improve your lesson plan think about your lesson aims. Your present plan does not say what you want your students to take from your lesson.	*It would be good if you could* *spare some time to improve your language.*

Ask participants to compare their answers with partners.

Check answers with the whole group.

Now ask participants to compare the language of the suggestions they have given on the problems in handout 2 with the trainer's language in handout 1.

Invite comments.

Establish that the language of the feedback plays a great role. It should be polite and constructive in order not to hurt a participant's feelings and at the same time should show areas for improvement.

Activity 3 Practice makes perfect

Objective: to give participants an opportunity to practice writing feedback.

Time: 35 min

Material: handout 4, flip chart, markers

Procedure: Put participants in groups and give them a sheet of flipchart. Ask them to develop guidelines, which will be useful in giving written feedback.

Possible answers:

start with positive comments
give specific suggestions
use simple but polite language
address your participants using the 2nd person- you
ask questions if something is not clear
ask questions to encourage participants to reflect on feedback

- Invite groups to present their guidelines and ask participants to comment on them. -Tell participants that they are going to practice giving written feedback using the guidelines they have developed.
- Give them handout 4 and ask them to write feedback individually. Ask them to exchange their feedback and read what their partner has written.
- Explain that they have to express their opinion about their partner's feedback orally.
- Ask volunteers to read their feedback to the whole group.
  NB Inform participants that for the next day's sessions

Summary

Give participants 5 minutes to write the main things that they have picked up from this session in their Reflection Log.

Reference:

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Session № 11

Written feedback

Handout 2, **Activity 2, The language of Feedback**
Read the text and discuss the question.
If you were me, what suggestions for improvements would you write?

As soon as participants had submitted their portfolios, I started reading and writing feedback. There were some very good portfolios. The tasks were carefully written and well designed. I found it very easy to write feedback to participants who produced those well written and well designed tasks. However, there were some poorly written portfolios. The tasks were partially fulfilled and some parts were even plagiarized. Some tasks were written in poor English and most of the time mistakes impeded understanding. I felt that I needed to draw participants' attention to all these things. I know that I need to be very careful in choosing the appropriate language when I am giving written feedback in order not to hurt their feelings and to make my feedback more effective.

WRITTEN FEEDBACK
Handout3, **Activity 2, The Language of Feedback**
Look at the feedback on the portfolio and write how the trainer expressed the following suggestions.
Suggestions The way the trainer expressed the suggestions

- Entry 1 to clarify the level of students, to allow students to use dictionaries while finding synonyms. E.g.*I wonder what the senior level is.*

- Entry 2 to write the objectives of the lesson, time limit, interaction patterns for each activity to reduce the number of words in task 3.

- Entry 3 to revise instructions to include some guiding questions in handouts 1 and 2 to remove the Russian translation of the poem.

- Entry 5 to write the aims of the lesson to improve the language.

- Entry 8 to include the copy of the article.

- Entry 10 to clarify the proverb in the last question.

- Overall presentation to use the same font style and font size to improve the page numbering.

WRITTEN FEEDBACK

Handout 4, **Activity 3, Practice makes perfect**

Read the task taken from the portfolio specifications. Write feedback on the lesson plan.

Entry 5 Lesson Plan

For this portfolio entry you will have to:

Produce a detailed lesson plan. Make sure that your lesson plan takes into consideration the following:

the specific teaching objectives of your lesson related to the place of the lesson in your course;

your teaching context (level, age and number of students, etc.);

the material (e.g. course book, handouts, pictures, etc) you are going to use;

an outline of activities and interaction patterns (individual, pair or group work) for each activity

Country	Area	Population	Capital city	Language	Political system	Continent
Canada						
Uzbekistan						
Great Britain						
Egypt						

Plenary Discussion

Teams ask each other as many *Wh* questions as they can using the information in the table which they complete:

- What is the capital of Canada?

Teacher asks questions:

- What other information can you add about these countries? What country do you want to visit? Why?

Post reading teacher asks Ss to complete a gapped paragraph using the information they have compiled in the previous activities:

The world _____ shows many _____. South America has _____ countriesand Africa has fifty-five countries. The population of our country is _____, and the state language is _____.Egypt is situated in _____.Many tourists visit the city Giza because they want to see the famous _____ one of the Seven Wonders of the World. Teacher asks to write a short story about their tour to another city/country (max 100   words).
10 min

10 min

10 min.

My feedback

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Resource: Teaching the Trainers, Training toolkit, *British Council Uzbekistan 2009*

Giving Feedback On Writing

Objectives:
to raise awareness of the importance of assessment and assessment criteria
to discuss current practices of assessing students' writing
to give feedback on samples of students' writing

Lead-in
Time: 15 min

Ask participants the following questions and elicit random answers: ~ How often did you have to do writing assignments when you were a student? ~ How were they marked? (e.g. 1-5, 0-100%, all mistakes corrected in red ink, comments, like Well done or Poor etc) ~ How did you feel when you got your marked writing back? ~ How useful was the marked writing to you as a student? ~ How often do you have to mark your students' writing now? ~ How useful do you

think the assessment or the marking is to your students? ~ Who taught you how to mark students' writing? ~ Do you think that teachers at your workplace assess students' work in the same way as you?

(5 min)Tell participants that in the previous sessions on teaching writing you dealt with both teachers' and students' perspectives on writing. This session will continue the same double emphasis though it is going to be about assessment and giving feedback on students' writing.

Activity 1 Assessing students' writing

Objectives: to uncover current practices of assessing students' writing; to raise awareness of assessment criteria; to develop unified criteria for assessing writing
Time: 30 min

Materials: handout 3 from the previous session (Teaching Writing 2)
Procedure: In groups, tell participants that they will have to read and mark student B's writing from the previous session (handout 3 of the previous session) the way they would normally do this at their workplace (e.g. 0-5). Collect the marks that the groups put on the board. Ask a representative from each group to explain how they assessed the sample and why they deducted certain marks.

Summarize the discussion and say that when participants were explaining their marks they were commenting on grammar (accuracy), organization, vocabulary range, task fulfillment and some other criteria. Write these on the board. Tell participants that these are called Assessment Criteria and that not only teachers should be guided by them but students should also know them well before they start writing. Establish that having assessment criteria makes it easier for a teacher to mark students' writing and makes assessment clear and transparent to students. Make a transition to the next activity by saying that now you will talk about how helpful these criteria can be for students.

Activity 2 Giving feedback

Objective: to raise participants' awareness of the importance of giving feedback
Time: 20 min
Materials: handouts

Procedure:

Ask participants ~ *Have you heard of the word 'feedback'? ~ What do you associate with feedback?*

Establish that feedback is constructive comments that one person receives from another (in our context it is mainly a student getting feedback from a teacher) and which usually serve as an action plan for improvement, that is why very often the word *feedback* comes with the word *constructive* and *positive*. Ask participants: ~ *Do you simply mark or provide feedback on your students' writing? ~ What do you think would be more helpful for students? ~ How often do you give positive (e.g. That's an excellent idea!) and constructive (That's a good argument but it needs a better support here. Why don't you build on it?) comments?*

Now ask participants in their groups to look at their assessment and turn their comments into action points and add some positive comments. Invite a representative from each group to join a neighboring group with the feedback that they produced. Allow some time for sharing. Invite comments from groups. Establish that feedback, if given correctly, motivates students and directs them in their writing.

Activity 3 More practice in giving feedback on writing
Objective: to practice giving feedback
Time: 20 min
Materials: handout 1
Procedure: Put participants in pairs. Tell participants that they will have more practice in giving feedback. Give handouts 1 to each pair. Tell participants to give feedback making sure their feedback is positive and constructive.

When they have finished, invite participants to exchange their feedback with a pair sitting next to them.
Summary
Emphasise the following:

Teachers should be guided by clear assessment criteria when marking students' work and students should know what these criteria are;

It is more useful for students to get feedback from a teacher rather than a marked piece of writing; Feedback teachers provide should be constructive and specific, i.e. without general comments which can be applied to any text, and serve as action points for improving students' writing skills.

GIVING FEEDBACK ON STUDENTS' WRITING
Activity 1, Handout 1

Task

Present a written argument or a case to an educated reader with no specialist knowledge of the following topic:

Some people believe that computers are more a hindrance than a help in today's world. Others feel that they are such indispensable tools that they would not be able to live or work without them.

• In what ways are computers a hindrance?

• What is your opinion?

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence.

You should write at least 250 words.

(Taken from S.McCarter & J. Ash (2003) IELTS Test builder, Macmillan)

Nowadays computer technology is developing very fastly. The demand for computers is growing day by day. Computers have advantage and disadvantage for people.

Advantages of computers, we can see in many spheres of life. Firstly, with the computer programs many complex problems can be solved very easily. (For example, calculating). It helps people to accomplish their duties faster. Secondly, in many manufactures and plants the product or commodity is produced by robots, which are ruled by computers. Thirdly, people without any difficulties can exchange their informations with the help of computer, I mean by Internet. It means globalization. Computers become part of human life. However, it has bad side also.

Firstly, as I said above many factories and companies are using robots to produce goods. The workplace begin to decreas. Consequently, the unemployment emerges. For example, in many developing countries unemployment starts to increase, because many companies are using robots.

Secondly, people addict to computers. They limited from society. They do not pay attention what happening around them.

Thirdly, computers make people very lazy. If the developing of computer (programms) continues like that many works will be ruled or accomplished by

computer programs. That makes people very lazy and they will not even try to learn anything.

Fourthly, computers are harmful for human health. For example, it is harmful to eyes. If a person addict to computer, he will pay attention to sport activities very little.

In conclusion part, I advise countries must produce limits for using from computers. It means people must use computers normally, not always. Computers must accomplish one part of duties not the whole. (268 words)

Reference:
5. *DUET-Development of Uzbekistan English Teachers*- 2-том. (CDва DVD материаллари билан). (Британия Кенгаши билан хамкорликда), Тошкент 2016.
6. *Training the Trainers Programme.* (CDва DVD материаллари билан). (Британия Кенгаши билан хамкорликда), Тошкент 2011.
7. Иргашева С., Абдураимова Я., Брювертон Б. *Being a Teacher*. (CDва DVD материаллари билан). (ЎзДЖТУ АҚШ элчихонаси билан хамкорликда), Тошкент 2016.
8. Spratt. M, Pulverness A, Williams M. (2005) The TKT Course, Cambridge University Press.

Suggested readings
1. Davis, B. G. (2001). "The Course Syllabus," in Tools for Teaching. Jossey-Bass: San Francisco, CA, pp 14-19.
2. Matejka, K. & Kurke, L. B. (1994). "Designing a Great Syllabus," College Teaching, Summer 42(3). Harvard affiliates can access this article online.

Session № 12

Error correction

Objective: to explore the nature of errors/ mistakes and ways of dealing with them
Lead-in
Time: 10 min
Procedure: 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. 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:

Mistakes are caused by the lack of passive knowledge of certain vocabulary or grammar items (e.g. *when students cannot recognize and understand a certain word or a grammar structure*) and the lack of a certain productive skill (e.g. *when students know words or structures but cannot use them correctly in speaking or writing*.)

Explain the term 'productive skill' if necessary.

Mistakes in form, (e.g. *when students use an appropriate word or grammar structure but mispronounce / misspell a word or make mistakes in the structure*: *treveling *instead of* travelling; *I am agree *instead of* I agree.) and mistakes in meaning e.g.

when students use a word or phrase the form of which is correct but which is used in a wrong context which causes distortion of meaning: *I am interesting in films *instead of* I am interested in films; *She is always very accurately dressed *instead of* She is always very neatly dressed)* Emphasize that to work on mistakes it is important to know their cause. Tell participants that now they are going to explore their perceptions of mistakes.

Activity 1 Examining statements about mistakes

Objective: to explore participants' perceptions of mistakes
Time: 20 min
Materials: handout 1
Procedure: Ask participants to examine a few statements about mistakes and choose one which they most strongly agree with. Distribute handout 1 to each participant.

Put participants in groups of 4-5 and ask them to discuss their views for 4-5 minutes before reporting to the whole group.

Invite a spokesperson from each group to comment on their discussion.

Say that there is no one 'right' way of dealing with mistakes. Suggest that teachers should be able to recognize different kinds of mistakes and deal with them in a way that supports students' own language learning efforts. State that the next activity will focus on types of mistake.

Activity 2 Watching English lessons

Objective: to explore types of mistakes and the ways of dealing with them
Time: 25 min
Materials: video

Procedure: Tell participants that they are going to watch a fragment of student's speech and that their task is to notice the mistakes the student makes and think about the causes of and differences between these mistakes. Play the clip of a girl talking about her favorite book. Invite random responses from the group about the mistakes they have noticed and their causes. Ask participants to identify examples of mistakes which show that the student is actually learning – i.e. when she knows the rule but applies it wrongly (e.g. forms like 'thinked'* – showing that the student knows how to make verbs in the past (adding '–ed'), but doesn't know (some) irregular verbs.) Tell participants that they are going to watch two fragments of English lessons and that their task is to notice how the teachers deal with the mistakes their students make. Ask them to consider why the teachers behaved in this way, what mistakes they corrected, when and how.

Play two short fragments of different English lessons (Nodira – peer correction, Alex – teacher correction).Ask participants about the differences between each teacher's approaches tocorrecting students' mistakes. Invite several responses. Discuss the attitude behind each approach and refer back to the statements about mistakes (see Activity 1).Ask participants to identify particular examples of correcting students'mistakes from the video and discuss which of them allowed more space for learners to think and self-correct and which were more top-down. Ask participants to consider the reasons for these differences.

Activity 3 Approaches to error correction
Objective: to introduce some techniques of error correction
Time: 25 min
Materials: video, handout 2 and 3
Procedure: Introduce the concept of **errors** (i.e. 'regular' mistakes coming from misconceptions) and **mistakes** (i.e. occasional ones, which seem to be more random in nature). Say that the teacher should focus more on **error** correction rather than on correcting students' **mistakes**. Refer back to the videos. Say that now you would like participants to watch a clip of an ELT specialist talking about different types of errors and different approaches to error correction. Ask participants to take notes of the talk using a special form and answer some questions.
Distribute **handout 2** to each participant.
Play the video fragment of Rod Bolitho talking about errors and error correction. Discuss the questions on the form and participants' answers. Check whether all participants understood the terms used in the talk.

Suggested answers:

1. Pre-systematic and post-systematic errors.

2. Interlanguage is the language produced by a learner between the beginner stage and native speaker standard.

3. Interlanguage

Reference:

1. DUET-Development of Uzbekistan English Teachers- 2-том. (CDва DVD материаллари билан). (Британия Кенгаши билан хамкорликда), Тошкент 2016.

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

3.Иргашева С., Абдураимова Я., Брювертон Б. *Being a Teacher*. (CDва DVD материаллари билан). (ЎзДЖТУ АҚШ элчихонаси билан хамкорликда), Тошкент 2016.

4.Spratt. M, Pulverness A, Williams M. (2005) The TKT Course, Cambridge University Press.

Suggested readings

- Davis, B. G. (2001). "The Course Syllabus," in Tools for Teaching. Jossey-Bass: San Francisco, CA, pp 14-19.
- Matejka, K. & Kurke, L. B. (1994). "Designing a Great Syllabus," College Teaching, Summer 42(3). Harvard affiliates can access this article online.

IV. 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 organisation of instruction manuals and analyse the language used. From the beginning of the lesson, Kim found herself doing all the talking while the learners watched her with blank faces. When, after ten minutes of the lesson, Juan put his hand up and asked "What mean 'manual'?", Kim realised that she had been talking completely over their heads. The rest of the lesson was a nightmare. Kim vainly tried to follow the lesson plan that David had prepared, but it was all way beyond the learners' level. The lesson had changed from the joint exploration of the

language of instruction manuals that David had intended into a desperate succession of teacher explanations of unknown vocabulary by Kim.

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

Questions

1. Kim's immediate preoccupation is that the materials are too difficult for the students. In a situation like this, there are three choices facing the teacher: to discard the existing materials and design new materials from scratch, to adapt the existing materials to make them more appropriate for the learners, and to find other ready-made materials as a replacement. Which of these choices do you think would be the most suitable for Kim? Why?

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

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

4. If Kim decides to replace the existing materials, how can she find other ready-made materials? If she finds several possible alternative sets of materials, how can she decide between them? What criteria can guide her decision?

5. Another aspect of the case study that we can consider is why Kim sees the problems with the materials as so serious. This can be viewed as a longer-term problem of staff development. David, although presumably usually efficient, does not see staff development as part of his duties as Director of Studies. Rather than helping the teachers at the school become competent and independent at non-classroom aspects of teaching, such as materials design, David takes the whole of this work himself. How could David help the staff at the school develop?

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

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

Further reading

In deciding whether to design, adapt or replace, Block (1991) argues the case for materials design, Nunan (1991) argues against adaptation, and Robinson (1991) looks at the pros and cons of design and replacement. Nunan (1991) also includes an 8-stage model for designing materials, which it is interesting to compare with the checklist in Dubin and Olshtain (1986) and the process of materials design given by Jolly and Bolitho (1998). Hutchinson and Waters (1987) suggest a different approach particularly applicable to ESP materials design such as the business English materials in the case study. Brown (1995) and Maley (1998) describe the process of materials adaptation with detailed examples. For evaluating materials as possible replacements, a whole book (Cunningsworth, 1995) is devoted to the subject, and Brown (1994), Ellis (1997) and Jordan (1997) also provide useful guidelines. Impey and Underhill (1994) and White et al. (1993) look at the responsibilities of people in management positions in ELT, such as David, including their responsibilities for staff development. The arguments for and against using materials for specific purposes are humorously presented in

Widdowson (1984). Lastly, the problems in defining students' communicative competence are accessibly examined in Omaggio (1986).

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 realized 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 organization 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 criticizing Paolo's teaching and wasn't sure what his reactions would be. With these misgivings in her mind, Sophia was undecided about whether to accept Paolo's invitation to observe his teaching.

Questions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Further reading

A full description of Jigsaw Reading, including a detailed rationale, can be found in de Berkeley-Wykes (1983). Teacher instructions are considered in depth in Watson Todd (1997), while Ur (1996) gives some basic guidelines for giving instructions and Campbell and Kryszewska (1995) contains training activities for improving teachers' instructions. Froyen (1993) gives examples and guidelines for managing transitions effectively. Regarding working with colleagues, Knezevic and Scholl (1996) is a case study of collaborative planning; Day (1990) provides an excellent background to observation; Richards and Lockhart (1994) give guidelines for observing colleagues; Wajnryb (1992) is a comprehensive collection of useful observation sheets, including one for instructions; and Wallace (1998) discusses different ways in which data can be collected through observation. Finally, Gebhard (1990), Wallace (1991) and Woodward (1992) contain a variety of ways of giving feedback with the probable effects of each feedback technique.

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 realise 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 emphasised and re-emphasised 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 pair work 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 realized 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 do 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?

V. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

Тингловчи мустақил ишни муайян модулни хусусиятларини ҳисобга олган холда қуйидаги шакллардан фойдаланиб тайёрлаши тавсия этилади:

- меъёрий хужжатлардан, ўқув ва илмий адабиётлардан фойдаланиш асосида модул мавзуларини ўрганиш;
- тарқатма материаллар бўйича маърузалар қисмини ўзлаштириш;
- автоматлаштирилган ўргатувчи ва назорат қилувчи дастурлар билан ишлаш;
- махсус адабиётлар бўйича модул бўлимлари ёки мавзулари устида ишлаш;
- -тингловчининг касбий фаолияти билан боғлиқ бўлган модул бўлимлари ва мавзуларни чуқур ўрганиш.

Мустақил таълим мавзулари

1. Lesson Plan for A1 level students (Reading-based)

2. Lesson Plan for A2 level students (Listening-based)

3. Lesson Plan for B1 level students (Reading/writing-based)

4. Lesson Plan for B2 level students (Reading/speaking-based)

5. Lesson Plan for C1 level students (Listening/writing-based)

6. Designing lesson plan objectives (ABCD Model)

7. Observing a colleague and writing feedback.

VI. ГЛОССАРИЙ

Термин	Ўзбекча тилидаги шарҳи	Инглиз тилидаги шарҳи
Andragogy	Andogogika,kattalarni o'qitish	The study and practice of teaching methods appropriate to working with adults
Authentic task	Autentik vazifa	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.
Autonomous learning	Mustaqil ta'lim	The process of learning without being controlled by anyone else
Building rapport	O'zaro do'stona ravishda muloqot yaratish	Building friendly classroom relationships with and between learners
Challenge	Bilim va ko'nikmani aniqlaydigan yangi va qiyin topshiriq	A new or a difficult task that tests somebody's ability and skill
Comprehensible input	O'rganuvchiga beriladigan ma'lumotlar	Input language which contains linguistic items that are slightly beyond the learner's present linguistic competence
Co-operative learning also (collaborative	Birgalikda o'zaro o'qish yondashuvi	An approach to teaching and learning in which

learning		classrooms are organized so that students work together in small co-operative teams. Such an approach to learning is said to increase students' learning since a) it is less threatening for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness, and d) it reduces the teacher's dominance in the classroom.
Elicitation	O'quvchidan javob olish texnikasi	Techniques or procedures which a teacher uses to get learners to actively produce a response
Evaluation	Baholash tizimi	In general, the systematic gathering of information for purposes of decision making. Evaluation uses quantitative methods (e.g. tests), qualitative methods (e.g. observations, ratings) and value judgments. In language teaching programmes, evaluation is related to decisions to be made about the quality of the programme itself, and decisions about individuals in the

	77	programmes. The evaluation of programmes may involve the study of curriculum, objectives, materials, and tests or grading systems. The evaluation of individuals involves decisions about entrance to programmes, placement, progress, and achievement. In evaluating both programmes and individuals, tests and other means of assessment are frequently used.
Language skills	Til ko'nikmalari	(in language teaching) the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/**productive skills** and reading and listening, the passive/**receptive skills.** Often the skills are divided into subskills, such as discriminating sounds in connected speech, or understanding relations within a sentence.

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