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6.2. Chet til o'qitishdagi zamonaviy metodlar

O'quv-uslubiy majmua

Modulning o'quv-uslubiy majmuasi Oliy va o'rta maxsus, kasb-hunar ta'limi o'quv-metodik birlashmalari faoliyatini Muvofiqlashtiruvchi kengashining 2019 yil 18 oktyabrdagi 5 – sonli bayonnomasi bilan ma'qullangan o'quv dasturi va o'quv rejasiga muvofiq ishlab chiqilgan.

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O'quv -uslubiy majmua O'zRIAIM Kengashining 2019 yil 27 sentyabrdagi 9 - sonli qarori bilan nashrga tavsiya qilingan

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I. ISHCHI DASTUR

Kirish

Dastur O'zbekiston Respublikasi Prezidentining 2015 yil 12 iyundagi "Oliy ta'lim muassasalarining rahbar va pedagog kadrlarini qayta tayyorlash va malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PF-4732-sonli, 2017 yil 7 fevraldagi "Ozbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi PF-4947-sonli, 2019 yil 27 avgustdagi "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to'g'risida"gi PF-5789-sonli Farmonlari, shuningdek 2017 yil 20 apreldagi "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida"gi PQ-2909-sonli qarorida belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo'lib, u oliy ta'lim muassasalari pedagog kadrlarining kasb mahorati hamda innovatsion kompetentligini rivojlantirish, sohaga oid ilg'or xorijiy tajribalar, yangi bilim va malakalarni o'zlashtirish, shuningdek amaliyotga joriy etish ko'nikmalarini takomillashtirishni maqsad qiladi.

Dastur mazmuni oliy ta'limning normativ-huquqiy asoslari va qonunchilik normalari, ilg'or ta'lim texnologiyalari va pedagogik mahorat, ta'lim jarayonlarida axborot-kommunikatsiya texnologiyalarini qo'llash, amaliy xorijiy til, tizimli tahlil va qaror qabul qilish asoslari, maxsus fanlar negizida ilmiy va amaliy tadqiqotlar, texnologik taraqqiyot va o'quv jarayonini tashkil etishning zamonaviy uslublari bo'yicha so'nggi yutuqlar, pedagogning kasbiy kompetentligi va kreativligi, global Internet tarmog'i, multimedia tizimlari va masofadan o'qitish usullarini o'zlashtirish bo'yicha bilim, ko'nikma va malakalarini shakllantirishni nazarda tutadi.

Dastur doirasida berilayotgan mavzular ta'lim sohasi bo'yicha pedagog kadrlarni qayta tayyorlash va malakasini oshirish mazmuni, sifati va ularning tayyorgarligiga qo'yiladigan umumiy malaka talablari va o'quv rejalari asosida shakllantirilgan bo'lib, bu orqali oliy ta'lim muassasalari pedagog kadrlarining sohaga oid zamonaviy ta'lim va innovatsiya texnologiyalari, ilg'or xorijiy tajribalardan samarali foydalanish, axborot-kommunikatsiya texnologiyalarini o'quv jarayoniga keng tatbiq etish, chet tillarini intensiv o'zlashtirish darajasini oshirish hisobiga ularning kasb mahoratini, ilmiy faoliyatini muntazam yuksaltirish, oliy ta'lim muassasalarida o'quv-tarbiya jarayonlarini tashkil etish va boshqarishni tizimli tahlil qilish, shuningdek, pedagogik vaziyatlarda optimal qarorlar qabul qilish bilan bog'liq kompetensiyalarga ega bo'lishlari ta'minlanadi.

Qayta tayyorlash va malaka oshirish yo'nalishining o'ziga xos xususiyatlari hamda dolzarb masalalaridan kelib chiqqan holda dasturda tinglovchilarning maxsus fanlar

doirasidagi bilim, ko‘nikma, malaka hamda kompetensiyalariga qo‘yiladigan talablar o‘zgartirilishi mumkin.

Modulning maqsadi va vazifalari

Modulning maqsadi - tinglovchilarning chet tili o‘qitishning zamonaviy metodlari va innovatsion texnologiyalari tahlili, shuningdek, ularni ta‘limga joriy etish bo‘yicha ilg‘or horijiy tajribalarni qo‘llagan holda kommunikativ malakalarini rivojlantirish, ularning kasbiy bilim, ko‘nikma va bilimlarini oshirishdir.

Vazifalari - tinglovchilarga chet tillarini o‘qitishning yangi innovatsion metodlari bilan tanishtirish; kommunikativ til o‘qitishning afzalliklari, post metod erada nimalarga e‘tibor qaratish va inobatga olish, ulardan dars ishlanmalarini yaratishda va tuzishda, talabalar auditoriyasida umumli foydalanish usullarini o‘rgatadi.

Modul bo‘yicha tinglovchilar bilimi, ko‘nikmasi, malakasi hamda kompetensiyalarga ega bo‘lishlari talab etiladi:

Tinglovchi:

- zamonaviy ilg‘or metodlarning afzalliklarini tahlil qila olish;
- dars jarayonida turli kommunikativ metodlardan foydalana olish;
- ingliz tilini o‘qitishda zamonaviy yondashuvlar haida ma‘lumotga ega bo‘lish;
- audio va video materiallardan samarali foydalanish haqida **bilimlarga** ega bo‘lishi lozim.

Tinglovchi:

- darsliklarni tahlil qilib, o‘z auditoriyasiga moslash;
- darsni tashkil etishda milliy standartlarni inobatga olish;
- darsni shakllantirishda dars maqsadlarini to‘g‘ri qo‘yish;
- o‘quv materiallarining qiyinchilik darajasini aniqlash va tahlil qilish;
- o‘quv materiallarini tanlash strategiyalarini bilish;
- o‘quv materiallarini yaratishda asosiy tamoyillarni bilish;
- o‘quv materiallarini ehtiyojga moslay olish;
- autentik manbalardan foydalangan holda dars ishlanmalarini yaratish;
- interfaol texnologiyalar va ulardan samarali foydalanish **ko‘nikma** ega bo‘lishi lozim.

Tinglovchi:

- chet tilini o‘qitishning horij tajribasini tahliliy o‘rganish, umumlashtirish, ularning yutuqlaridan ta‘lim jarayonida foydalanish;
- CEFR talablaridan kelib chiqqan holda baholash turlari, usullari va metodlarini tanlash va qo‘llash;

- kommunikativ kompetensiyani aniqlash xususiyatlariga mos yondashuvlarni tanlash;
- zamonaviy metodlarni o'quv jarayonida faol qo'llay olish malaka va **kompetensiyalarini** egallashi lozim.

Modulni tashkil etish va o'tkazish bo'yicha tavsiyalar

“Chet tilini o'qitishda zamonaviy metodlar” kursi ma'ruza va amaliy mashg'ulotlar shaklida olib boriladi.

Kursni o'qitish jarayonida ta'limning zamonaviy metodlari, axborot-kommunikatsiya texnologiyalari qo'llanilishi nazarda tutilgan:

- darslarda zamonaviy kompyuter texnologiyalari yordamida prezentatsion va elektron-didaktik texnologiyalardan;
- o'tkaziladigan amaliy mashg'ulotlarda texnik vositalardan, ekspress-so'rovlar, test so'rovlari, aqliy hujum, guruhli fikrlash, kichik guruhlar bilan ishlash, kollokvium o'tkazish, va boshqa interaktiv ta'lim usullarini qo'llash nazarda tutiladi.

Modulning o'quv rejadagi boshqa modullar bilan bog'liqligi va uzviyligi

“Chet tilini o'qitishda zamonaviy metodlar” moduli mazmuni o'quv rejadagi mutaxassislik o'quv modullarining barcha sohalari bilan uzviy bog'langan holda professor-o'qituvchilarning umumiy kasbiy tayyorgarlik darajasini oshirishga xizmat qiladi.

Modulning oliy ta'limdagi o'rni

Modulni o'zlashtirish orqali tinglovchilar chet tilini o'qitishda zamonaviy metodlardan unumli foydalanib, dars mashg'ulotlarini kommunikativ usullarda olib borish kabi kasbiy kompetentlikka ega bo'ladilar.

Modul bo'yicha soatlar taqsimoti

№	Modul mavzulari	Tinglovchining o'quv yuklamasi, soat		
		Auditoriya o'quv yuklamasi		Mustaqil ta'lim
		Jami	jumladan	

			Nazariy	Amaliy mashg'ulot	
1.	Principles of Language Teaching	2	2		-
2.	Communicative Language Teaching	2		2	-
3.	Task-based Language Teaching	2		2	-
4.	Post Method Era	2		2	-
5.	Learning outside the classroom	2		2	-
6	From National Standards to Your Classroom	2		2	-
7	Goals and Objectives in Lesson Planning	2		2	-
8	Lesson Planning – Into, Through, and Beyond	2		2	-
	Жами	16	2	14	-

O'QUV MATERIALLAR MAZMUNI

1. **Mavzu:** Til o'qitish tamoyillari. KASA modeli. Kognitiv tamoyil;
2. **Mavzu:** Tilni o'qitishga kommunikativ yondashuv. Tilni kommunikativ o'qitish asoslari va tamoyillari. Til va muloqatning o'zaro bo'g'ligi.
3. **Mavzu:** Vazifaga asoslangan yondashuv tamoyillari. Vazifaga asoslangan yondashuvda o'qituvchining o'rni. Vazifa xususiyatlari. Vazifa aylanasi nima?
4. **Mavzu:** Post metod davri pedagogikasi tamoyillari. Post metod pedagogikasi parametrlari. Makrostrategiyalar.
5. **Mavzu:** Mustaqil ta'lim ko'nikmalari. Mustaqil o'qish tamoyillari. Mustaqil o'qishning afzalliklari.
6. **Mavzu:** Darsni tashkil etishda milliy standartning roli. Fan dasturi; Ishchi dastur.
7. **Mavzu:** Darsni shakllantirishda maqsadning muhimligi. Darsga to'g'ri maqsad qoyish. Darsni shakllantirishda vazifalarni belgilash.

8. *Mavzu:* Dars ishlanmalari tahlili. Darsning maqsadi, vazifalarini tahlil qilish. Ishlanma mavzusi, baholash mezonlari tahlili. Grammatik va orfografik xatolarni tuzatish.

O‘qitish shakllari

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

- noan’anaviy o‘qitish (interaktiv, konferensiya, debat);
- davra suhbatlari (muhokama etilayotgan muammo va uning yechimi bo‘yicha mantiqiy xulosalar chiqarish);

bahs va munozaralar (loyihalar yechimi bo‘yicha dalillar va asosli raqamlar taqdim qilish, eshitish va muammolar yechimini topish qobiliyatini rivojlantirish).

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

Bloom's taxonomy

"Taxonomy" simply means "classification", so the well-known taxonomy of learning objectives is an attempt (within the behavioural paradigm) to classify forms and levels of learning. It identifies three "domains" of learning (see below), each of which is organised as a series of levels or pre-requisites. It is suggested that one cannot effectively — or ought not try to — address higher levels until those below them have been covered (it is thus effectively serial in structure). As well as providing a basic sequential model for dealing with topics in the curriculum, it also suggests a way of categorising levels of learning, in terms of the expected ceiling for a given programme. Thus in the Cognitive domain, training for technicians may cover *knowledge*, *comprehension* and *application*, but not concern itself with *analysis* and above, whereas full professional training may be expected to include this and *synthesis* and *evaluation* as well.



<p>Knowledge (list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.)</p>	<ul style="list-style-type: none"> ➤ observation and recall of information ➤ knowledge of dates, events, places ➤ knowledge of major ideas ➤ mastery of subject matter
<p>Comprehension (summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend)</p>	<ul style="list-style-type: none"> ➤ understanding information ➤ grasp meaning ➤ translate knowledge into new context ➤ interpret facts, compare,

	<p>contrast</p> <ul style="list-style-type: none"> ➤ order, group, infer causes ➤ predict consequences
<p>Application (apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover)</p>	<ul style="list-style-type: none"> ➤ use information ➤ use methods, concepts, theories in new situations ➤ solve problems using required skills or knowledge
<p>Analysis (analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer)</p>	<ul style="list-style-type: none"> ➤ seeing patterns ➤ organization of parts ➤ recognition of hidden meanings ➤ identification of components
<p>Synthesis (combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite)</p>	<ul style="list-style-type: none"> ➤ use old ideas to create new ones ➤ generalize from given facts ➤ relate knowledge from several areas ➤ predict, draw conclusions
<p>Evaluation (assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize)</p>	<ul style="list-style-type: none"> ➤ compare and discriminate between ideas ➤ assess value of theories, presentations ➤ make choices based on reasoned argument

	<ul style="list-style-type: none"> ➤ verify value of evidence ➤ recognize subjectivity
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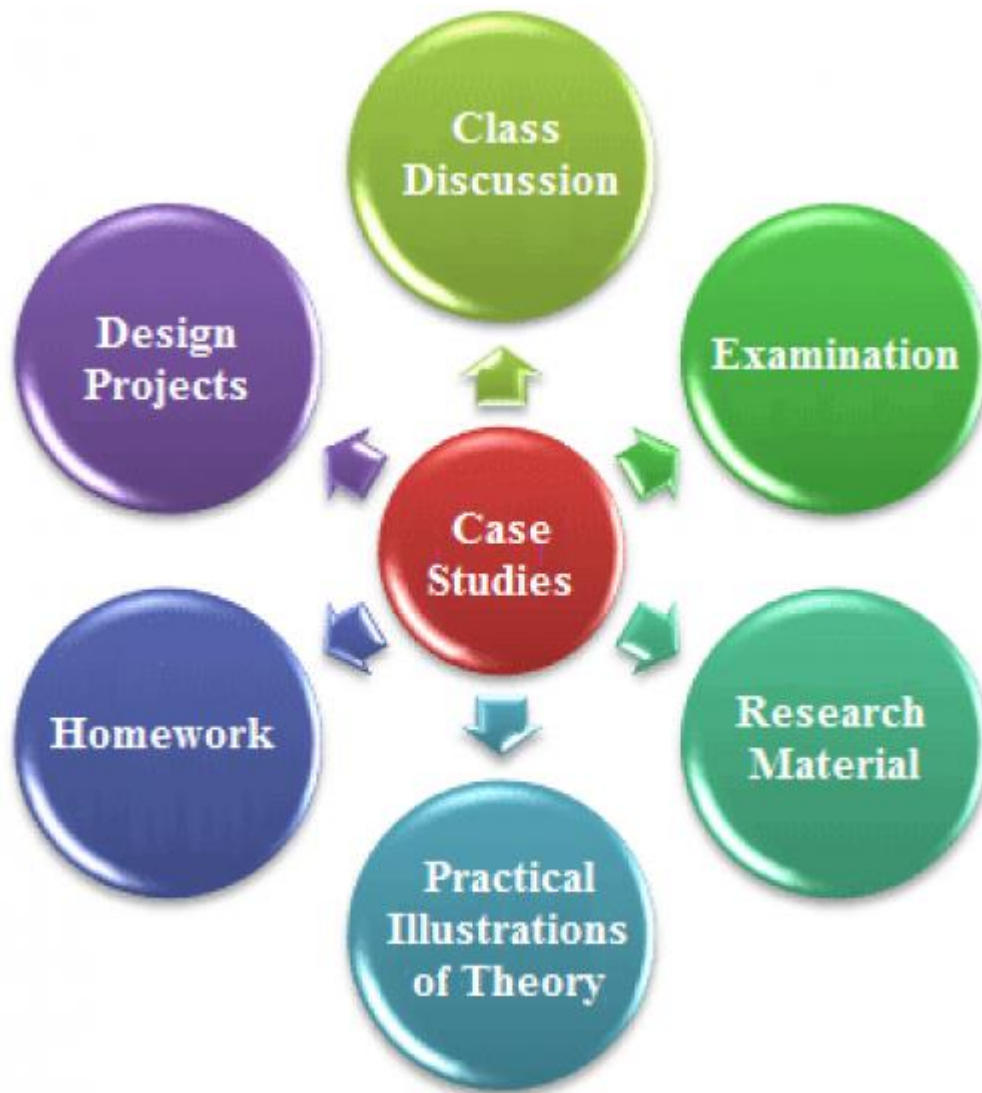
Case-Based Learning

Teaching Methods for Case Studies

Introduction

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

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



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

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

Getting Started

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

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

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

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

Be prepared

Know all the issues involved in the case, prepare questions and prompts in advance, and anticipate where students might run into problems” (Carnegie Mellon). Within the case “where is the debate? You need to frame the fighting issues, because that’s where the action is” (Garvin, 2004). Get some sense of the timing. A big danger is over packing classes and then shortchanging the material. Break the material into segments, get a sense of how long each debate is likely to last, and determine which

issues can be removed or made optional. “You have to be able to flatten or shorten the accordion on segments of class” as needed. Set two or three targets marking when you should be at a certain point in the discussion so you know when to compress and when to fill in the material (Garvin, 2004).

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

1. Start with a simple case first
2. Discuss the purpose and suggested methods for doing a case assignment
3. If cases are done in a team, introduce students to resources for team dynamics
4. Allow sufficient class time for students to meet with their teams
5. Establish discussion etiquette guidelines
6. Take sufficient time to introduce the narrative and establish the case facts
7. Reassure students that “messiness” is normal for this type of assignment
8. Make sure you give students an opportunity to provide their reactions and feedback (Pyatt, 2006)

If there are specialized skills or knowledge needed to complete the case analysis, go over this with the class. “Provide background resources for the case study, including supplementary readings and the necessary data to form an opinion” (University of Calgary). Spend some time at the beginning familiarizing students with specialized terminology or the expected formats for professional documents (Daly, 2002).

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

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

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

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

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

1. Give students ample time to read and think about the case. If the case is long, assign it as homework with a set of questions for students to consider.
2. Introduce the case briefly and provide some guidelines for how to approach it. Clarify how you want students to think about the case. Break down the steps you want students to take in analyzing the case. If you would like students to disregard or focus on certain information, specify that as well.
3. Create groups and monitor them to make sure everyone is involved. Small groups can drift off track if you do not provide structure. You may want to designate roles within each group. Alternatively, group members could be assigned broad perspectives to represent, or asked to speak for the various stake-holders in the case study.
4. Have groups present their solutions/reasoning
5. Ask questions for clarification and to move the discussion to another level
6. Synthesize issues raised (Carnegie Mellon)

Classroom setup

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

connect these comments is a way to link fragments of discussion into a summary of what's been said (Garvin, 2004).

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

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

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

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

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

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

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

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

What are possible leverage points for a more productive discussion?

What good can come of the existing situation?

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

7. Follow-up questions:

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

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

Transitions

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

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

1. Role-play

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

2. Take a vote

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

3. Have students write their own case studies

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

4. Divide the case into parts

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

5. Message boards

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

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

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

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

Having students complete assignments based on the case study will not only engage them with the material, but will help you determine their progress. Potential assignments include a summary of the issues, a position paper, a concept map, a reflection paper, or a research paper exploring further aspects of the case (University of Calgary).

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

III. NAZARIY MATERIALLAR

1. LECTURE.

THEME 1: Principles of Language Teaching

Keywords: Concepts, teaching statement, theory, cognitive, affective, linguistic principles, meaningful learning.

Learning Outcomes:

By the end of the session participants will be able to:

- A) reflect on the importance of understanding the connection between theory and practice;
- B) know Freeman's (1989) KASA model and Brown's (2000) twelve principles; and,
- C) write teaching statement;

Materials: Handout 1, 2, 3, 4, 5

NB: Handout 1 (Uzbek Vignette) and 5 (Teaching statement) can be given as a homework before the class.

Procedure

1. Lead-in: Introduction and overview

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

Time: 10 min

Materials: none

Interaction: plenary

- Ask the teachers to answer the questions. Give them 5 minutes to discuss.
 - 1) Do you think teaching is complicated? If so, why; if not, why not?
 - 2) Have you ever written a teaching statement?
 - 3) Do you think that relating theory to practice can help you to teach better? If so, how?
- Elicit some answers.

Establish that each teacher has their own personal theory of teaching, whether they can articulate it or not, and it is based on previous schooling, professional coursework, contextual factors, and classroom practices.

2. Activity: Reading Uzbek Vignette

Objective:

Time: 10 min

Interaction: pair work

Material: Handout 1

- Ask the teachers to work in pairs and read a teacher trainer's story. (Handout 1)
Ask them to answer the questions:
 - What is the disconnect between the teacher trainer and the language teacher?
 - Do you share the teacher's opinion? If so, why; if not, why not?
- Elicit some ideas.

NB: if participants have read the Vignette as a homework, start by discussing the questions.

Handout 1

- What is the disconnect between the teacher trainer and the language teacher?
- Do you share the teacher's opinion? If so, why; if not, why not?

Teacher trainer

I was invited to the private language center to work with teachers. My duties comprised of lesson observations and running teacher training seminars. I observed all teachers to understand what kind of problems they faced and find possible solutions. The majority of teachers were young, with good English, and very ambitious. The lesson observations revealed that although they had different experiences and teaching styles, many of them lacked understanding of principles of language teaching.

I wanted to start the first teacher training seminar with an exploration of teachers' attitudes towards language teaching. I decided to start with participants reading and discussing statements related to teaching like, whether our learners should know grammar; what is the role of reading aloud and translation; the role of the mother tongue in learning foreign languages; and the role of encouragement and reward ... in the middle of the discussion one young teacher stood up and said: 'I don't think this discussion will help me. You must give me something tangible, ready-made recipes, which I can take to my class on Monday!'

3. Activity: Knowledge, Attitude, Skills, and Awareness

Objective: to raise awareness in KASA model and its importance for teachers

Time: 10 min

Interaction: pair work

Material: Handout 1

- Ask the teachers what they know about KASA model. Accept all answers.
- Ask the teachers to work in pairs and look at Handout 1 and answer the questions:
- How are Knowledge, Attitude, Skills, and Awareness linked to each other?
- Do they affect each other? If so, in what way?

Establish that this model can be used for language teachers to identify their strengths and weaknesses in teaching and learning. Additionally, the model shows that when one aspect of KASA changes, then all other aspects shift as well. Thus, our attitude towards language teaching is tied directly to the skills that we use and the knowledge of the subject matter. Thus, the specific techniques, methods, activities and materials that you use in the classroom have an underlying *reason* – which is often tied to your attitude. Therefore, for learning to happen for teachers, there has to be awareness raising, which results in a change in attitude, knowledge, and skills of teaching.

Additionally, many researchers in L2 teacher cognition studies and in teacher development look towards the KASA model as a way to understand teacher learning and teacher dynamics.

Handout 2

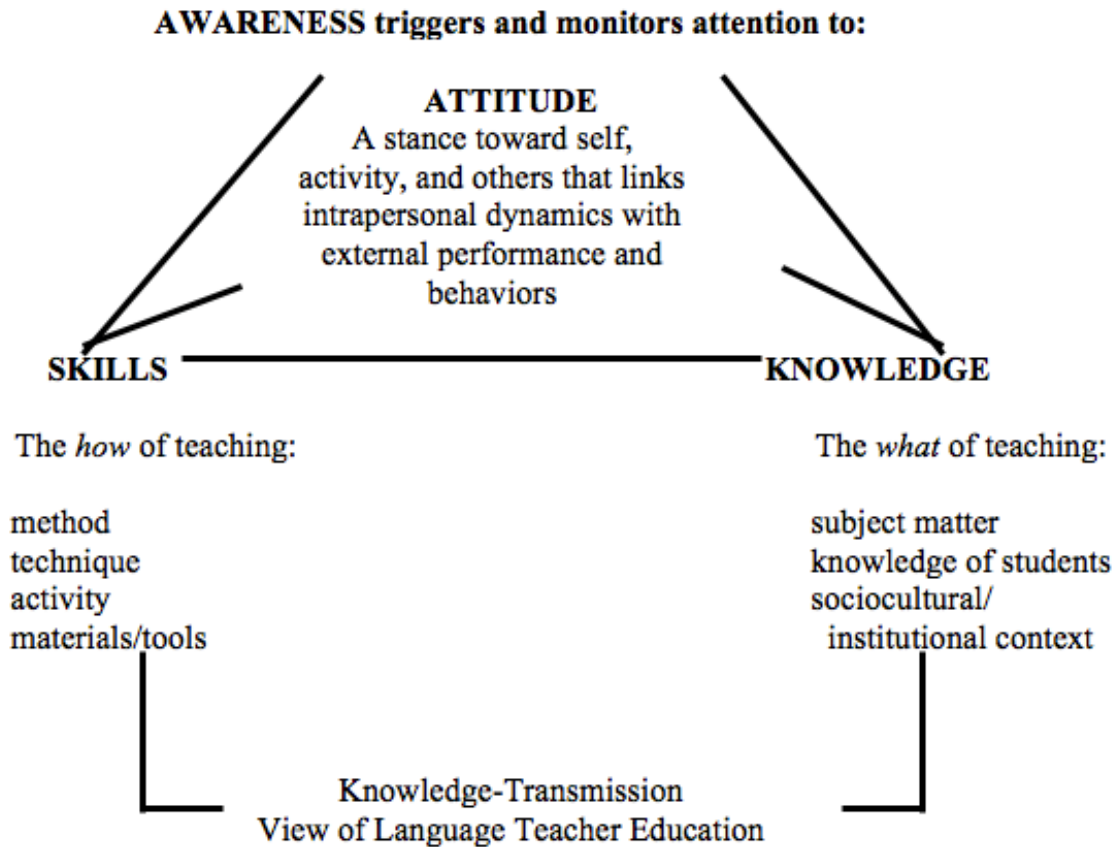


Figure X. KASA Model.

4. Activity: Learning Key concepts

Objective:

Time: 35 min

Interaction: pair work

Material: Handout 2

Step 1 Exploring Cognitive Principle

- Say that there are twelve overarching principles that teachers of EFL can employ to learn how to teach language better. These principles might help language teachers gain an ‘all-important ability to comprehend when to use a technique, with whom it will work, how to adapt it for your audience, or how to judge its effectiveness (Brown, 2000). The twelve principles are grouped in three strands: cognitive, affective and linguistic, although some with no clear boundaries.
- Ask the participants to match five Cognitive Principles: 1) Automaticity, 2) Meaningful Learning, 3) Anticipation of reward, 4) Intrinsic Motivation, and 5) Strategic Investment with their explanations.
- Allocate Handout 2 to each pair. After 5 minutes check the answers.
 - **Answer key:** 1d, 2c, 3e, 4a, 5b
- Invite some participants to say why considering cognitive principles are important for teachers.

Establish that in order to teach more effectively teachers must understand how learners learn and what cognitive processes they go through. We cannot teach effectively if we do not know how people create knowledge, how they retain and extract it from the memory. Exploratory learning (Allwright, 2001) can help create a positive learning climate and ensure the learner movement from unconscious incompetence towards unconscious competence (Underhill, 1992).

Handout 3

Cognitive Principles

Principle	Name	Explanation
Principle 1	Automaticity	a) The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding; therefore, no externally administered reward is necessary
Principle 2	Meaningful Learning	b) Second language mastery will be due to a large extent to a learner’s own personal investment of time, effort, and attention to the L2 in the form of an

Principle 3	Anticipation of Reward	individualized battery of strategies for comprehending and producing the language. c) Meaningful as opposed to rote learning. (Meaningful learning will lead toward better long term retention than rote learning)
Principle 4	Intrinsic Motivation	d) ...involves a timely movement of the control of a few language forms into the automatic processing of a relatively unlimited number of language forms
Principle 5	Strategic Investment	e) Human beings are universally driven to act, or “behave,” by the anticipation of some sort of reward – tangible or intangible, short term or long term – that will ensue because of the behavior.

Slide

Table X

Cognitive Principles

Principle	Name	Explanation
Principle 1	Automaticity	...involves a timely movement of the control of a few language forms into the automatic processing of a relatively unlimited number of language forms
Principle 2	Meaningful Learning	Meaningful as opposed to rote learning. (Meaningful learning will lead toward better long term retention than rote learning)
Principle 3	Anticipation of Reward	Human beings are universally driven to act, or “behave,” by the anticipation of some sort of reward – tangible or intangible, short term or long term – that will ensue because of the behavior.
Principle 4	Intrinsic Motivation	The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding; therefore, no externally administered reward is necessary
Principle 5	Strategic Investment	Second language mastery will be due to a large extent to a learner’s own personal investment of time, effort, and attention to the L2 in the form of an individualized battery of strategies for comprehending and producing the language.

ACTION

Based on the five cognitive principles discussed, answer the following questions:

- 1) Please rank order what you think is the most to least important cognitive principle above. Then, provide a rationale for your rank order.
- 2) Provide a classroom example from your life about how you have incorporated your most important cognitive principle?

Step 2 Exploring Affective Principles

- Ask the participants to work in pairs and rank order what they think is the most to least important affective principle. Then they should provide a rationale for their rank order. Slide Table X Affective Principles Or Handout 4
- Ask them to provide a classroom example from their life about how they have incorporated most important affective principle.

Establish that the importance of addressing Affective principles in teaching languages is vital. We cannot teach effectively if we do not understand the process by which people create knowledge, which Senge et al (2000) call a living system “made up of often-invisible networks and relationships.” Rogers (1986) stresses that learners possess a set of “values, established prejudices and attitudes in which they have a great deal of emotional investment” and warns that when this experience is devalued or ignored, this implies rejection of the person not just the experience.

Handout 4

SlideTable X

Affective Principles

Principle	Name	Explanation
Principle 6	Language Ego	As human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting – a second identity. The new “language ego,” intertwined with the second language, can

Principle 7	Self-Confidence	easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions. Learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task.
Principle 8	Risk-Taking	Successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing to be "gamblers" in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty.
Principle 9	Language-Culture Connection	Whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting.

Step 3 Exploring Linguistic Principle

- Ask the participants to write 2 or 3 sentences for the three linguistic principles: 1) Native language, 2) Interlanguage, and 3) Communicative competence.
- Ask them to compare in pairs. Elicit some ideas.
- Show a slide and ask the participants to compare their ideas with the given ones.
- Hold a plenary to discuss the differences or and similarities.
- Ask the participants to provide a classroom example from their life about how they have incorporated the linguistic principles.

Table X

Linguistic Principles

Principle	Name	Explanation
Principle 10	Native Language	The native language of learners exerts a strong influence on the acquisition of the target language system. While that native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient.
Principle 11	Interlanguage	Second language learners tend to go through a systematic or quasi-systematic development process as they progress to full competence in the target language. Successful interlanguage development is partially a result of utilizing feedback from others.
Principle 12	Communicative Competence	Since it is the goal of a language classroom, instruction needs to point toward all its

components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency, and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world

5. Activity: Teaching Statement

Objective: to raise awareness in the importance of teaching statement for understanding own teaching philosophy

Time: 15 min

Interaction: pair work

Material: Handout 1

- 1) Ask the teachers whether they have read Teaching statement by D. Chiesa. Ask:
 - Can you formulate your personal theory of teaching?
 - How can knowing how to relate theory to practice can help you teach better?
- 2) Accept all answers. Say: Looking back at the three questions in the Introduction and Overview part, think about the following: Will you answer those questions differently now?
- 3) Homework: Ask the participants to write own teaching statement for the next class.

Handout 5

Teaching Statement Example:

Teaching Statement *David L. Chiesa*

My teaching philosophy has evolved over the past fifteen years with my experiences throughout the world (e.g., United States, Japan, China, Mongolia and Uzbekistan), teaching in a variety of diverse instructional contexts, adhering to certain

theoretical positions (e.g., sociocultural), and with my own empirical and classroom-based research. My philosophy consists of three core values: (1) I believe in helping learners grow into abilities they do not yet possess; (2) I provide opportunities to enable inquiry, critical thinking, and problem solving; and, (3) I believe in forming the necessary social conditions for mediated cognition to occur. The three values will be expounded upon and then explained with an example from my own teaching.

Growing into Abilities

Bakhurst (1991) explains that “... the mind projects its mature psychological capacities onto the earlier stages of its development: We see the higher mental functions in the infant's behaviour even when they are not yet present” (p. 67). Bakhurst's explanation is what he called prolepsis, and, to me, this is the essence of all pedagogy. It is the essence of empowerment and autonomy-supporting actions in the classroom. I treat the learners as if they had knowledge and skills that they do not yet have, so that they may grow into those skills.

Showing how learners can “grow into abilities” can be exemplified in my research writing class. Modern conceptions of learning to write in a second language (L2) see writing as a social practice that is embedded in the cultural and institutional contexts in which it is produced. Writing is not only exclusive to the author, but it is interactional and collective, which expresses a culturally agreed upon purpose, reflecting a kind of relationship and acknowledging an engagement in each community. Thus, in my research writing class, I moved away from the cognitive-rhetorical process of L2 writing grounded in formal linguistic-textual emphases to a stance that pursued the specification of the *functional*-textual-rhetorical resources needed. I viewed learners as emerging scholars and provided them feedback as if they were already socialized into the research writing community; and included them in ethical discussions in class about the standards upheld by the broader applied linguistics profession - particularly in the design, data collection and analysis, and dissemination phases of research. The learners were treated *as if* they had abilities they did not yet possess, which is a necessary condition of the development of those abilities.

Enable Inquiry, Critical Thinking, and Problem Solving

The second value I hold to is enabling inquiry, critical thinking, and problem solving. I understand this as a process about conceptualizing, applying, analyzing, and evaluating information gathered through the lens of past experiences. Vygotsky (1994) explained that “learners perceive experiences in a new environment through ... a cognitive and emotional reciprocal processing of previous and new experience” (as cited in, Golombek and Duran, 2014, p. 104). This discussion views the learning process not as a static moment, but one of continual evolution and progression. Enabling inquiry, connects one's past to the present, while also looking toward the future.

While teaching Introduction to Linguistics, I focused on providing my students both structural (e.g., phonetics, morphology, syntax, etc.) and functional conceptualizations of language (e.g., Gee's seven building blocks of language). To enable inquiry and critical thinking, I used *dialogue journals* – written interactions between a learner and teacher over a consistent course of time. In the dialogue journals, students discussed their past experiences of language learning, the current classes they are taking, and how they would teach language based on their own beliefs about the conceptualizations of language, because the view one takes on language has profound implications for language teaching. One's view on the nature of language will affect what will be taught, how it will be taught, how one assesses learning, the types of materials used, and the types of exercises and activities used in the classroom. Although dialogue journals are time consuming for teachers, they provide a unique pedagogical space for inquiry, critical thinking and problem solving with the assistance of a teacher.

Creating Social Conditions for Mediated Cognition

The third value I have is creating the necessary social conditions for mediated cognition to occur. *Mediated cognition* refers to the idea that the human mind is inherently social which emerges out of participation in external forms of social interaction that become internalized psychological tools for thinking. It is through dialogic interaction and co-construction of meaning, where learners have potential growth in knowledge, skills, and awareness that can lead to development. However, interaction can be fruitful when learners feel comfortable in their learning contexts with their interlocutors.

When I work with language teachers, I use collaborative group work to promote the social environment that can support mediated cognition. Over the course of a seminar, I provide teacher-learners with access to a group for the entire course of study, and explain (and show) them why I believe in collaborative work: first, to improve the quantity and quality of my student's learning; second, to foster their ability to interact effectively with others in both professional and personal terms; and third, to model and demonstrate co-operative activities and techniques which they can later use in life. I hope to create a sense of belonging for each learner and promote positive human interaction/community building, so that interaction can ensue for mediated cognition to take place.

Conclusion

My teaching philosophy is grounded in providing a cooperative atmosphere between me and learners and amongst learners. I treat them as if they already have the skills and knowledge that they do not yet have, so they may grow into those abilities. At the same time, I choose and design tasks that promote inquiry, critical thinking, and problem solving; I further frame them in terms of growth, challenge, and enjoyment.

Finally, I believe that dialogic interaction and co-construction of meaning are needed for learning to take place. I enjoy teaching. I believe that teaching is not only about helping learners with specific knowledge and skills, but to help them grow and evolve to meet the demands of society, and thus, become more humane people.

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IV. AMALIY MASHG'ULOTLAR MATERIALLARI

PRACTICAL PART

Theme 1: Communicative Language Teaching

Language is not a collection of rules and target forms to be acquired, but rather a by-product of communicative processes.”(Ellis,2007,p 7.)

GOALS

Communicative Language Teaching's (CLT) relevancy to the language curriculum in Uzbekistan is paramount. The pedagogical track and English for Specific Purposes directions were created from the Common European Framework of Reference (CEFR), which utilizes CLT principles and features. Although we are in a post-method era (see Section 2.4), we find it important for Uzbek university language teachers to be cognizant of CLT's relevancy and practicality to the creation of each curriculum, so that Uzbek teachers can make educated decisions about how they want to proceed with their classes. Thus, we are not saying one should always adhere to all aspects of CLT; instead, it is the teacher's decision about what aspects of CLT are most relevant and pertinent for their individualized context.

Learning outcomes:

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

- A) define main features and principles of CLT;
- B) identify CLTs features and principles from a CLT lesson plan; and,
- C) discuss relevancy of CLT within the current post-method era.

Lead in: Introduction and overview

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

Time: 20 min.

In this section, we will look at specific features and principles underpinning CLT and its role in the current post-method era. CLT shifted the focus from grammar mastery to a communicative one, which implies change in approaches and attitudes towards goals of teaching, the teacher and learner roles, and the nature of interaction amongst learners.

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UZBEK VIGNETTE

There is a disagreement between two professors from Uzbekistan about language teaching. Please read the following vignette and think about whose position you concur with.

Two respected professors participated in the seminar where new approaches to teaching young adults were introduced and discussed. After a while, Professor X went to the stage and said angrily: “I don’t like all these new methods you are discussing now. They are not effective or useful for our students. They are alien and don’t work in our country. Old traditional methods [Grammar-Translation Method] worked perfectly and we must use them! They are much better!” Professor Y stood up and replied: “Every year we have graduates who go to work and teach others. It’s not easy ... it’s a pain for us to admit the fact that our graduates know English grammar, can read well, but ... they cannot communicate in English! That’s why nowadays we’re looking for new ways of teaching, such as communicative language teaching”

REFLECTION

Think of the two professors and the viewpoints they presented. Whose opinion would *you, your*

Activity 1: KEY CONCEPTS (pair work)

Objectives: To give information on CLT, compare CLT & ALM.

Time: 20 min

Material: Handout 2

Uzbekistan university English teachers, as other English language teachers in the world, were exposed to a variety of language teaching methods (e.g., Grammar Translation) until the discussion of the Communicative Language Teaching Approach,

which is “an approach (not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of

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language and communication” (Richards and Rogers, 2001, p. 66).

Richards (2006) makes the point that to understand what CLT is we must look at “the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (p. 24). We can employ analysis of the differences between Audiolingual Method and Communicative Approach done by Finocchiaro and Brumfit (1983) for this purpose. They noted 24 differences in the contrast analysis of the two. We can look at some of them grouped around main features: (i) goals of the language teaching, (ii) language areas emphasized, (iii) the teacher and learner roles, (iv) nature of interaction, and (v) learner motivation. (p. 91-3).

<i>Table 7. Distinctive Features of Audio-lingual Method & Communicative Approach taken from Brown (2000).</i>	
<u>Audiolingual Method</u>	<u>Communicative Approach</u>
Attends to structure and form <u>more than meaning.</u>	Meaning is paramount.
Language learning is learning structures, sounds, or words.	Language learning is learning to communicate.
Grammatical explanation is avoided	Any device which helps the learners is accepted – varying according to their age, interest, etc.
Communicative activities only come after a long process of rigid drills and	Attempts to communicate may be encouraged from the very beginning.
Linguistic competence is the desired goal.	Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately).
The teacher controls the learners and prevents them from doing anything that conflicts with the theory.	Teachers help learners in any way that motivates them to work with the language.
“Language is habit” so error must be prevented at all costs.	Language is created by individuals often through trial and error.

Students are expected to interact with the language system, embodied in machines or controlled materials.	Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
Intrinsic motivation will spring from an interest in the structure of language.	Intrinsic motivation will spring from an interest in what is being communicated by the language.

ACTION

1) Choose 2-3 features of Communicative Language Teaching from the table above

which you think better represents this approach. Explain your choice by providing examples from your learning or teaching experience.

2) Bearing in mind Section 1.1. Communicative Competence Principles, define the difference between grammatical and communicative competence.

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Klapper (2003) points out that the lack of prescribed classroom techniques makes CLT “fuzzy” in

teacher’s understanding. This “fuzziness” gave CLT flexibility and space for teacher creativity and own interpretations. Some teachers consider it “a little more than an integration of grammatical and functional teaching” and others accept it as “procedures where learners work in pairs or groups employing available language resources in problem-solving tasks” (Richards and Rogers, 2001, p.40). Larsen-Freeman and Anderson (2016) admit that “It is probably fair to say that there is no single agreed upon version of CLT” (p. 115). More than that, Richards and Rogers (2001) also note that there is no single text or authority on it, nor any single model that is universally accepted as authoritative.

Activity 2. Reflection on lesson plan (group work)

ACTION

Here is a lesson plan (see below) that was created by Prof. Peter Shaw from the Middlebury Institute of International Studies at Monterey for the CLT Paradigm. How is CLT conceptualized in this lesson plan?

Objectives: To analyze the lesson plan and reflect on it.

Time: 30 min

Handout 3

1. Pre-listening Task 1

In your group, take a piece of blank paper and draw a line down the middle. At the top of one side write AGREE; at the top of the other side, write DISAGREE. Now brainstorm in your group by passing the paper around the group and writing down one way in English we express either agreement or disagreement (gestures and other non-verbal behavior may be included); if you need time to think, pass the paper and wait for your next turn. When the paper has been passed four times, you are done. Be ready to share your lists with the class.

2. Pre-listening Task 2

Think for a moment about the following four issues and decide which one you consider, at this moment, to be the most important one to combat or eliminate from our society: physical violence; sexual harassment; disinterest and apathy; lack of understanding and forgiveness. Go to the relevant corner of the room

and briefly discuss with those you meet there one or two ways of reducing or opposing the phenomenon you chose.

3. Listening

Listen carefully to the story and then rank the following protagonists in order by writing the numbers 1 through 5 in column One. Write 5 opposite the person you consider the most offensive, the most reprehensible, the nastiest; write 1 opposite the person you consider the least offensive, least reprehensible, least nasty.

Protagonist	One	Two
Abigail		
Sinbad		
Ivan		
Gregory		
Slug		

4. Discussion

Now meet with your group and discuss the rankings with the aim of reaching consensus. Write this new ranking in column Two. You may not arithmetically average your individual scores. You must argue for your position, make concessions, press points, ask questions, and seek clarification.

5. Review Issues

Return to the four issues in activity 2 and make the selection again. In other words, which one do you now think is most important to combat or eliminate from the world we live in? Go to the relevant corner and brainstorm with those colleagues you find there one or two ways to proceed in combating or eliminating this issue. Write your ideas as (a) a to-do list; (b) a letter to a politician; (c) a letter to the editor of the local regional newspaper; (d) the script of a speech to give at the next meeting of the PTA, Residents' Association, Rotary Club, or an organization of your choosing; or(e) the form of your choice (please check with your teacher).

6. Language Awareness Raising (1)

Listen to the tape of your discussion and note down (same format as activity 1) all the ways you agreed or disagreed with each other. Compare this list with the list you made originally. Prepare to share with the class any items on the new list that were not on the old list.

7. Language Awareness Raising (2)

Listen to the tape of 4 Australians (or Canadians or Pakistanis or residents of Hong Kong or Texans) discussing Alligator River and note down the ways they agree and disagree, using the same format and in activities 1 and 6. Be prepared to share with the class items not on either of your previous lists.

8. Writing

Choose one of the following:

- As one of the characters in the story, write a letter to Dear Abby or Miss Manners in which you describe the behavior of another character and ask for advice on how to deal with it. Exchange letters and write a response.
- Write a letter from Gregory to his mother explaining why the wedding with Abigail will not take place. Exchange letters and write a reply.
- Write a short essay defending your ranking and responding to the arguments of those teammates who disagreed with you. Exchange essays and write a response.

9. Role-playing

Prepare an outline (or a script) of Slug's trial for aggravated assault: be ready to act it out, with a judge, a prosecutor, and a defense lawyer and using the other characters as witnesses.

10. Personal writing

Write a journal entry, recording your thoughts and impressions of this activity. Recall how you felt when you first heard the story and how you felt during the discussion. Reflect on what you learned about agreeing and disagreeing in English.

Communicative Language Teaching (CLT) might provide language teachers an insight to create their own teaching theory/philosophy. Additionally, language teaching experts recognize that CLT is not something to achieve or model to replace teaching. Instead, the concepts and principles of CLT should be examined and thought about how to be adapted to your own context.

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HOMEWORK TASK SEVEN

Look at the lesson plan from Homework Task One. Identify principles and features of

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THEME 3: Task-Based Language Teaching

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

GOALS

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

Learning outcomes:

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

- A.) relate the principles of task-based language teaching to your own teaching context;
- B.) reflect on the challenges you face and search for ways to address them; and,
- C.) apply the principles of task-based language teaching to develop your lesson plan.

Lead in:

Time: 10 min.

INTRODUCTION AND OVERVIEW

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

Think about the following:

- 1) What is a task for language teaching and learning?
- 2) What do you know about the task cycle?
- 3) What does learner engagement mean to you? What is the role of a teacher in a TBLT classroom?
- 4) What do you need to know to effectively use TBLT in your classroom?

Activity 1. Case study (group work)

Objectives: to study the case and give solutions

Time: 20 min.

Material: Handout 1

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

Handout 1

UZBEK VIGNETTE

An English language expert arrived in Uzbekistan in 2017 to examine and provide recommendations for the improvement of the National In-Service Language Teacher Education Program in Tashkent. This program provided university language teachers with recent language teaching methodological discussions, and provided teachers up-to-date information about best practices for language teaching, which included using tasks

and TBLT. The TBLT discussions were well-received by the teachers and many people said they were going to incorporate TBLT into their language classes. However, after observing ten teachers across the Republic, it was clear to the English language expert that the university teachers did not use TBLT as they had said they would. Additionally, they did not give tasks for group work or pair work, and they mostly utilized the exercises from their course books. Mostly, in all the observed lessons, students were bored doing those exercises. There was a disconnect between what was taught in the training and what the teachers did in their classes.

REFLECTION

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

Activity 2.

KEY CONCEPTS

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

Time: 40 min.

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

Nunan explained that TBLT is about “setting specific tasks for students so that they act as if they were using the language in real life” (as cited in Munira & Ferdousi, 2012, p.98). The TBLT educational framework focuses on using authentic language through meaningful tasks (e.g., a visit to a doctor; having a telephone conversation with a hotel manager). Thus, we find it important to situate TBLT among other teaching methods. TBLT is a branch of CLT as Communicative Language Teaching is a broad umbrella term (Harmer as cited in Littlewood, 2013, p. 3).

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

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

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

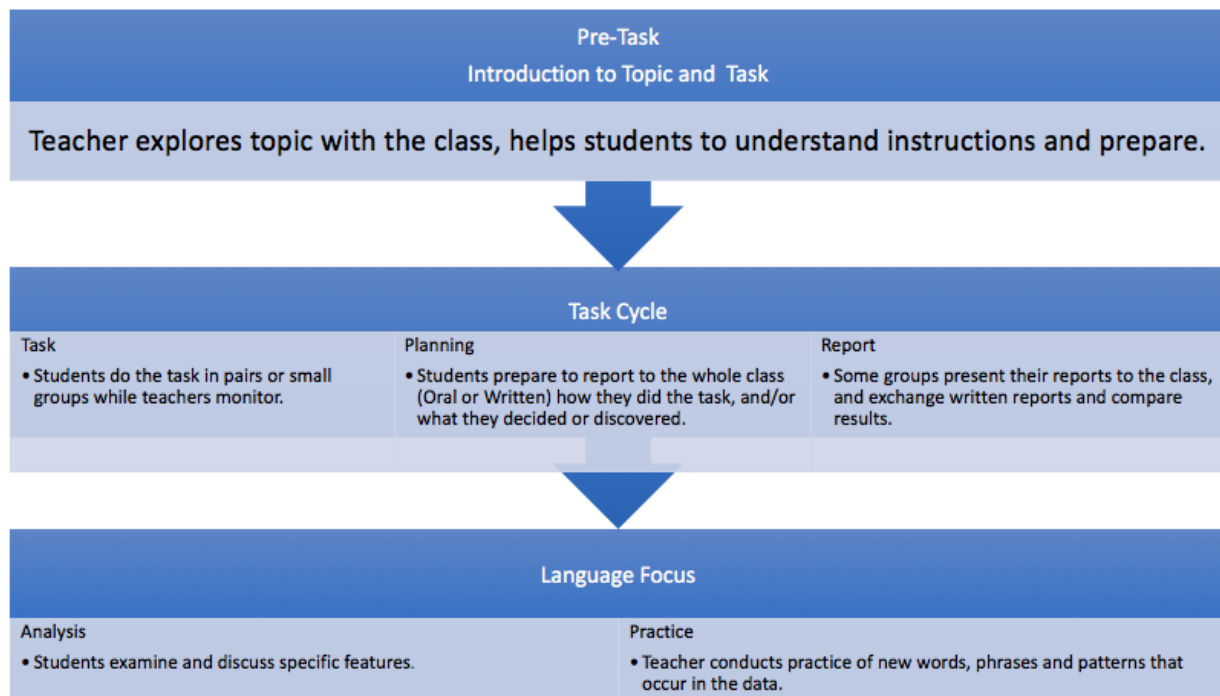


Figure Seven. Task Cycle (based on, Willis, 1996).

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

Teacher’s Role. The teacher’s role during the TBLT lesson is different during each stage of a lesson. Willis (1996) provides detailed instructions for teachers’ behavior during a TBLT lesson. After careful preparation before the lesson, a teacher

should work hard “to set the scene in the introduction phase” by explaining the task and by giving necessary help (e.g., a listening track, or small reading text, or a short video). After it, during the task stage a teacher’s role is of a **monitor**. Here, it is important “to stop teaching and stand back”. Willis suggests not standing close to learners and just observing carefully how they are working in the groups. After the task stage has finished a teacher may give 1-2 short comments on learners’ work. And then move on to the planning and reporting stage. Here it is important to give clear instructions on learners’ further actions and preparations for their reporting. A teacher becomes a **language advisor** during the planning stage. A teacher goes around and may correct some errors *selectively* only those which impede the meaning. During the next stage a teacher becomes a **chairperson** and helps to navigate the learners’ reporting by “introducing the presentations, setting a purpose for listening and summing up at the end”.

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

TASK

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

Activity 3

SUMMARY

Time:10 min

The task-based language teaching approach emerged to suffice the needs of second/foreign language learners. It is widely used around the world in all possible contexts due to its simple structure and effective results. It is learner-centered and teacher-mediated. The lesson structure follows the task cycle format. The learners are engaged in completing the tasks from cognitive, behavioral, social, and emotional perspectives, which facilitates language acquisition.

HOMEWORK TASK EIGHT

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

RESOURCES

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

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

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

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THEME 4. POST METHOD ERA

GOALS

This section focuses on illustrating the main features of the current foreign language teaching approach – *postmethod pedagogy* – and addresses challenges faced by Uzbek language teachers.

Learning outcomes:

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

- A) apply the principles of the postmethod pedagogy to your own teaching;
- B) operate with ten general macrostrategies which follow the principles of the postmethod pedagogy; and,
- D) relate the principles of the postmethod pedagogy to the CEFR descriptors.

“... Postmethod pedagogy allows us to go beyond, and overcome the limitations of, method-based pedagogy. Incidentally, I use the term pedagogy in a broad sense to include not only issues pertaining to classroom strategies, instructional materials, curricular objectives, and evaluation measures but also a wide range of historiopolitical and sociocultural experiences that directly or indirectly influence L2 education” (Kumaravadivelu, 2003, p. 34).

Lead in: introduction and overview

Objectives: to lead into the topic; to check learners’ background knowledge

Time: 10 min

Think about the following:

- 1) There are three parameters of postmethod pedagogy: particularity, practicality, and possibility. What do you think they mean?

The field of English language teaching and learning has moved forward from language teaching methods into a post-method era. This section will provide the rationale in how a postmethod pedagogy evolved, with an explication of the theoretical frameworks, and the principles associated with it.

Activity 1. UZBEK VIGNETTE

Objectives: to state own point of view on the case.

Time: 15 min.

Materials: Handout 1

Procedure: Give learners **Handout 1** Ask learners to study the case and discuss the given questions according to the text “Uzbek vignette”. Ask them to give reasons for their reply.

Handout 1

A foreign expert in English teaching came to Uzbekistan and observed two university English teacher's classes and then, talked to each teacher one-on-one. One class he observed was an academic writing class for first year students of pedagogical majors; the other was a writing class for ESP students of law. He was confused because he noticed many things: (1) the writing teachers both taught in the same way and introduced similar materials and had similar goals/objectives; (2) during each interview, the teachers could not explain clearly why they used activities they had; (3) during the interview the expert asked about the technology which was used during each lesson, and both teachers talked about the pedagogical technology *jig-saw reading*; (4) when the expert asked what method is the most widely used in Uzbekistan, all of the interviewed teachers said "communicative approach."

REFLECTION

- 1) How would you respond to the foreign language expert's confusion? In your response, please identify each problem he addresses, then explain what you think are the causes for each. We have listed a few (not all) possible causes below:
 - a) Teachers may not know the difference between approach, method, and technique.
 - b) The teachers may not know the difference among task, exercise, and activity.
 - c) There may be confusion in terminology itself. In Russian and Uzbek languages, there is a term – pedagogical/educational technology. This *technology* means what we do in class (similar in meaning with method or technique), but in the English language *technology* means technical equipment like computer or projector, or any other equipment.
 - d) Teachers may not know about the "Post-Method Pedagogy" in language teaching and learning.

Activity 2. Key concepts

Objectives: to learn the key concepts of post method era.

Time: 40 min.

Interaction: pair work, group work

Procedure: Ask learners to work in pairs and read **handout 2**. Discuss the key concepts of post method era in groups. Ask learners to do **task 1** in pairs.

Handout 2.

There are fourteen key concepts: postmethod condition; parameters of particularity, practicality, and possibility; macrostrategies (i.e., Maximize learning opportunities; minimize perceptual mismatches; facilitate negotiated interaction; promote learner autonomy; foster language awareness; activate intuitive heuristics; contextualize linguistic input; integrate language skills; ensure social relevance; and raise cultural consciousness).

Different language teaching methods have been proposed, evaluated, and researched since 1940. The purpose was to find the most effective way to teach students language, for efficient language learning to happen; and thus, if we compare the methods over time, we can see how the teacher's role, learners' role, classroom procedures evolve along the way.

The problem with methods is that language teachers often do not adhere to only one method, because they often rely on their intuitive ability and experiential knowledge for more effective language teaching pedagogy. Language teachers in Uzbekistan often recycled the same ideas, which created a *postmethod condition* – characterized by the need to create an alternative for method, not just recommending to language teachers *the best method*. Another characteristic of the postmethod condition was the fact that teachers needed and had, in fact, *autonomy* – freedom from external control. Every day in their classrooms Uzbek teachers made the necessary decisions they felt benefited the language development of their students.

Kumaravadivelu (2003) introduced the term of postmethod condition, which signaled the beginning of the “Post-Method Era” in the early 1990’s. In this era teachers’ decisions are based on postmethod pedagogy, which has three main parameters: particularity, practicality and possibility. **Particularity** means there is no one special “recipe” for effective language teaching. In other words, teaching procedures will vary depending on “particular teachers, teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu” (ibid., p.34). The parameter of **practicality** means that any procedures which are “recommended” for language teachers must be practical to the context, otherwise they are useless, something that teachers can use in their classrooms. The third parameter of **possibility** illustrates the idea that language teachers use those procedures which are possible in their classrooms from a social, cultural and political perspective. Kumaravadivelu (2003) developed ten macrostrategies which follow three principles of the postmethod pedagogy:

Table 8. Kumaravadivelu’s Macrostrategies
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#	Macrostrategies	Meaning
1	Maximize learning opportunities	Language teachers should create (and identify) many different opportunities for learning during a class period
2	Minimize perceptual mismatches	Language teachers should anticipate possible mismatches between their intentions and learners' interpretation
3	Facilitate negotiated interaction	Language teachers should guide learners to interact with one another, so that they can share his/her own individual perspectives, in a way that is relevant to each learner
4	Promote learner autonomy	Language teachers should teach their learners self-study and self-control strategies, to help them feel more empowered learners
5	Foster language awareness	Teachers should draw learners' attention to the form and functions of the target language
6	Activate intuitive heuristics	Language teachers should provide as much input (written and spoken) as possible for learners to activate and develop their "intuition/feeling" for language meaning and usage
7	Contextualize linguistic input	Language teachers should demonstrate to their learners that language usage depends on context (situational, extralinguistic); so teachers should teach the language in context
8	Integrate language skills	Language teachers should teach all four skills; not separate, but integrate them
9	Ensure social relevance	Language teachers should chose the way for teaching which is relevant for the social, economical, educational and political environment of the place where teaching is happening

10	Raise cultural consciousness	Language teachers should be aware of learners' different cultures by letting them share this knowledge, and thus, empowering them
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TASK 1

1. Think about your classroom practices. How could you apply the principles of practicality, particularity, and possibility proposed by Kumaravadivelu to your specific teaching context? Choose *one* class and explain.
2. Discuss the meanings of each macrostrategies of Kumaravadivelu's Framework. Which macrostrategy(ies) do you feel is more important to read more/learn about?

SUMMARY

Time: 10 min.

The discussion of a single method no longer suffices when we speak of language teaching pedagogy, as we are now in a *Post-Method Era*. The postmethod pedagogy is characterized by particularity, practicality and possibility, and could contain ten macrostrategies that language teachers could think about: (1) maximize learning opportunities; (2) minimize perceptual mismatches; (3) facilitate negotiated interaction; (4) promote learner autonomy; (5) foster language awareness; (6) activate intuitive heuristics; (7) contextualize linguistic input; (8) integrate language skills; (9) ensure social relevance; and (10) raise cultural consciousness.

HOMEWORK TASK NINE

Watch the following video from YouTube about Postmethod Language Teaching: <https://www.youtube.com/watch?v=iy2P4zUdzXo>. Using the lesson plan from

Homework Task One, explain how your lesson identifies the concepts of particularity, practicality, and possibility; or, the 10 macrostrategies. Elaborate on the principles or strategies which do not fit (or may be not so much necessary) for your lesson.

RESOURCES

<https://www.youtube.com/watch?v=KooCNVEffts> - Penny Ur “Rethinking Presentation-Practice-Production in the Post-Method Era”. This video explains the post-method era and some positives and negatives of Kumaravadivelu’s framework.

<https://www.youtube.com/watch?v=U4zN8iR-LTk> - Post-Method Era a brief history up to now in TESOL

<https://www.youtube.com/watch?v=MUVq1Rhr4P0> - Post Method Era

<https://www.youtube.com/watch?v=IXTdPKScsSg> - Methods and approaches to language teaching (Anthology of videos)

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THEME 5. LEARNING OUTSIDE THE CLASSROOM

“There are two important dimensions to successful second language learning: what goes inside the classroom and what goes on outside of the classroom” (Richards, 2015, p. 1).

Learning outcomes:

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

- A) explain learning outside class benefits for students and teachers;
- B) explain effectiveness of learning outside the classroom;
- C) identify principles and advantages of extensive reading;
- E) explain principles, advantages and possible drawbacks of dialogue journals; and,
- F) identify learning outside the classroom resources suitable for students.

Lead in: Introduction and overview

Objectives: to lead in to the topic and to prepare for the session.

Time: 10 min

Interaction: Plenary

Procedure: *Ask the learners to think about the following:*

- 1) Does *language learning* happen only in the classroom – during class time? Please explain your answer.
- 2) How have you addressed students' learning outside of the classroom?
- 3) How do you integrate out-of-class work with in-class learning?

Many teachers believe learning language happens in the classroom, however, we will look at learning outside the classroom and discuss its benefits. In the era of information technologies there are a lot of opportunities for learning outside the classroom, namely using technology and internet, listening songs and lyrics, watching movies, out-of-class projects, etc. We specifically look closely at involving learners through extensive reading and dialogue journal writing.

Activity 1. Case study

UZBEK VIGNETTE

Objectives: to state own point of view on the case.

Time: 15 min.

Interaction: group work

Procedure: Give learners **Handout 1** Ask learners to study the case and discuss the given questions according to the text “Uzbek vignette”. Ask them to justify their reply.

Handout 1

UZBEK VIGNETTE

Recently I participated in ESP training where teachers working in different institutions across the country participated. Among many important issues raised in the training improvement of quality of learning of students in ESP institutions was one of the hottest. We think that our students' level of English is poor because amount of English lessons is not enough and students have a low motivation to study English. Although we have some additional hours for independent study it is a burden for teachers and students. During a discussion on organising independent study all teachers admitted that Uzbekistan students are very teacher and textbook dependent. We know that learning outside the class is very important for tertiary level students and it can help solve some of the problems we face in teaching. But I strongly believe that it cannot work in our country. Our students cannot work without our guidance and control, their learning depend on us teachers and textbooks we use. They used to do what we teachers give them. They trust us and do what we ask them to do. I think that it comes from our culture and mentality and it's impossible to change.

REFLECTION

Think about the following two questions:

- 1) Do you think learning outside the classroom can improve learning?
- 2) Do you think learning outside the classroom is possible in Uzbekistan?

Activity 2. Key concepts

Objectives: to discuss the advantages of learning outside the classroom.

Time: 15 min.

Interaction: group work

Procedure: Divide the group into 3 subgroups and give **Handout 2**. Ask them to work in groups and learn the tables. Discuss the benefits of learning outside the classroom as a whole group. *Ask them to list other pros of learning outside the classroom.*

Handout 2

Teachers must recognise that challenges of the twenty-first century move learning far beyond the formal educational settings. We must connect classroom learning to wider world opportunities provided by technology, internet, mass media, use of network create opportunities for real authentic and meaningful use of English to prepare our learners for the reality of the world. Recognizing and employing learning beyond the classroom opportunities can create environment for successful language learning.

Table 9. Learning outside the classroom benefits (cited from Richards, J., 2015).

<i>Learning benefits</i>	<p>Out-of-class activities can provide opportunities for learners to:</p> <ul style="list-style-type: none"> • develop aspects of linguistic, communicative, and pragmatic competence • learn through interaction and negotiation of meaning • improve their levels of both accuracy and fluency • have extended contact with English • make use of multimodal sources of learning • develop skills of autonomous learning • develop the use of communication strategies
<i>Learner Benefits</i>	<p>They also offer a number of advantages for the learner:</p> <ul style="list-style-type: none"> • allow for flexibility and convenience in learning so that

	<p>learners can manage their place, mode and manner of learning</p> <ul style="list-style-type: none"> • provide a pleasurable and positive language use experience • reflect learners’ needs and interests • reflect their out-of class activities • allow for social interaction with others • help them recognize the role they can play in managing their own learning
<i>Teacher Benefits</i>	<p>There are also benefits for teachers. Out-of-class activities can:</p> <ul style="list-style-type: none"> • provide learning opportunities that are difficult to create in the classroom • enable links to be made between classroom and out-of-class learning

Activity 3. Extensive reading

Objectives: to learn the principles of extensive reading

Time: 15 min.

Interaction: pair work

Procedure: Ask learners to read *handout 3* and reflect on the following questions:

- 1) What challenges can our students face while reading outside the classroom?
- 2) Where can they find appropriate reading?
- 3) Can we offer our students to read Graded readers?

Handout 3

Day and Robb, (2015) argue that in learning the target language extensive reading is “an excellent vehicle for learning that language” (p 3). Research shows that learners who read extensively develop not only reading skills but all other language skills including listening, speaking and writing. More than that extensive reading increases motivation and positive attitude to learning the target language. Day and Robb, (2015, p. 3) employ five principles out of 10 principles of extensive reading suggested by Day & Bamford (2002, cited from Day & Robb, 2015, pp. 3-12).

Table 10. Principles of Extensive Reading as cited by Day and Robb (2015, p. 3).

<p>Principle 1</p>	<p><i>The reading material is easy.</i></p> <p>For extensive reading to be possible and for it to have the desired results, texts must be well within a learner's reading competence in the foreign language. In helping beginning readers select texts that are well within their reading comfort zone, more than one or two unknown words per page might make the text too difficult for overall understanding. Intermediate learners might use the rule of hand – no more than five difficult words per page.</p>
<p>Principle 2</p>	<p><i>A variety of reading material on a wide range of topics must be available.</i></p> <p>The success of extensive reading depends largely on getting students to read. Research clearly demonstrates that we learn to read by reading. And the more we read, the better readers we become.</p>
<p>Principle 3</p>	<p><i>Learners read what they want to read.</i></p> <p>The principle of freedom of choice means that learners can select texts as they do when they read in their first language. That is, they can choose books they know they can understand and enjoy and learn from. And, just as in First-language reading, learners are free to stop reading anything they find too difficult, or that is not interesting.</p>
<p>Principle 4</p>	<p><i>Learners read as much as possible.</i></p> <p>We know that the most important element in learning to read is the amount of time spent actually reading. There is no maximum amount of reading that can be done; the more the learner reads, the better.</p>
<p>Principle 5</p>	<p><i>Reading speed is usually faster rather than slower.</i></p> <p>This is very important. When we read slowly, one word at a time, comprehension is poor. We have to go back to the beginning, and read again.</p>

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ACTION

Look at ten suggestions offered by Ono, Day, & Harsh (2004 as cited in Day & Robb, 2015) and decide which of them you would give to your students for reading outside the classroom.

1. Read, read and read.
2. Read easy books.
3. Read Interesting books.
4. Reread books that that you really like.
5. Read for overall understanding.
6. Ignore difficult words or words you don't know. Skip them and keep reading.
7. Avoid using dictionaries.
8. Expand your reading comfort zone – challenge yourself to read books that earlier you found hard to read.
9. Set reading goals and keep a reading log.
10. Enjoy, enjoy, enjoy!

Activity 4. Dialogue journals

Objectives: to learn the principles of dialogue journals

Time: 15 min.

Interaction: pair work

Procedure: Before reading about dialogue journals as one of effective means of organizing learning outside class, answer the following questions:

- 1) Have you ever tried dialogue journals?

If so, what were the advantages and disadvantages you came across?

Handout 4

Dialogue journals

Chiesa and Bailey (2015) argue that students who are engaged in dialogue journal writing find this as not only a language learning task but a way to grow socially, mentally and emotionally with the support of a teacher. Dialogue journals can be used from secondary school settings to advanced academic courses and with almost all levels of language proficiency. In order for dialogue journals to be successful, teachers should take into consideration several principles.

Table 11. Principles of dialogue journals (cited from Chiesa and Bailey, 2015, pp. 55-56).	
Principle 1	<p><i>Teachers should respond to students' ideas and comments, not their language problems.</i></p> <p>When teachers read dialogue journals they should focus on understanding meaning rather than fixing grammatical or spelling errors. By responding to the content, a teacher is able to create an ongoing written conversation outside of class around a student's self-initiated topics of interest.</p>
Principle 2	<p><i>Teachers should relinquish power to build interactive reciprocity.</i></p> <p>One of the characteristics of dialogue journals is that the teacher is an active participant in the writing process. Traditional teaching practices presuppose a power imbalance whereby the teacher is the giver and the student is the receiver of information. However, dialogue journals create an equal relationship, in which the teacher can learn and receive information from the student. In addition, depending on the topic, the teacher might be asked to state opinions or share life experiences. The appropriateness of the response is contingent upon what the teacher feels comfortable sharing as a participant in the conversation.</p>
Principle 3	<p><i>Teachers should be prepared to learn about experiences that might not be discussed in class.</i></p> <p>Dialogue journals often provide a platform for further discussion outside of class on a topic raised in class.</p>

Chiesa and Bailey (2015) make the point that dialogue journals give teachers opportunity to explore in depth their learners' *zone of proximal development* (ZPD) defined by Vgotsky (1978) as "the distance between the actual development level as determined by independent problem solving and the level of potential development" (cited in Chiesa and Bailey, 2015, p. 57). More than that, it helps provide a private and secure communication between the teacher and student. This private communication gives students opportunities to discuss with the teacher personal issues, clarify worries, doubts, and express own feelings which they might consider too controversial or personal to discuss in class. However, Chiesa and Bailey (2015) warn that teachers must be prepared to consider several issues related to dialogue journals, among them: 1) time; 2) commitment; and, 3) challenges in handling serious personal problems shared by students. Teachers must be very skillfull in order respond to sometimes disturbing information which must be handled with maximum attention and care. Amount of time spent by the teacher to respond to journal entries can be decreased by word processing.

ACTION

Think of possible advantages and disadvantages for students. How can teachers use dialogue journals for language improvement?

REFLECTION

Think of the issues raised in the passage above and answer the following questions.

- 1) What is the most efficient way to respond to dialogue journal entry?
- 2) How should the teacher react if the student raises a very serious personal problem?
- 3) How to decrease amount of time spent on writing responses?

TASK

Look at the list of suggested resources below. Try them and choose resources suitable for your students.

Resources

Mreader	http://mreader.org
Accelerator Reader	http://www.renlearn.com
Scholastic Reading Counts	http://src.scholastic.com

Xreading	http://xreading.com
International Research Foundation for English Language Education	www.tirfonline/resources/references

SUMMARY

Time: 10 min

Section 2.5 discussed ways of learning outside the class. First, we explored the benefits for learning outside class for both learners and teachers. Second, we examined five principles of extensive reading. Third, we discussed principles of dialogue journal use and specifically looked at their potential advantages and possible drawbacks.

HOMEWORK TASK TEN

Write a page report about how you can extend the lesson from Homework Task One outside of the classroom.

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THEME 6: From National Standards to Your Classroom

Lesson plan:

Materials: Handout 1, 2, 3, 4, 5

NB: Handout 1 (Uzbek Vignette) and 5 (National standards) can be given as a homework before the class.

GOALS

This section focuses on raising teacher's awareness on HOW their class fits into the larger picture, even though their classes are microcosms of the larger picture: National Standards, curriculum, syllabus.

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

- 1) Articulate the difference between curriculum and syllabus;
- 2) Identify rationale behind different types of syllabi and relate them to own institutional syllabus;
- 3) Reflect on the connection of the standards, curriculum and your institutional syllabus;
- 4) Articulate how your lesson plans fit into the larger picture.

NB: Check participants know the difference between National Standards, Curriculum and syllabus.

Procedure

Lead-in: Introduction and overview

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

Time: 20 min

Materials: none

Interaction: plenary

Procedure: Ask the teachers to answer the questions.

- 4) Are you involved in syllabus design at your institution? If so, what principles do you use while designing? If no, what principles do you think were used while designing?
 - 5) How often do you read your institutional syllabus? What does the syllabus consist of? How are the parts of the syllabus connected/interrelated with each other?
- Elicit some answers.

Ask whether they have done homework. (Pre-task 1)

TASK

Look at the syllabus template and compare with your syllabus. Are they different or similar?

Name of course:

Brief description of course:

Course goals and objectives:

Assessment scheme:

Materials:

Outline or timetable of course content and sequence:

Table XX. Syllabus template (Graves, 2014, p.55)

Establish that although majority of teachers do not take part in the creation of their language curriculum and institutional syllabi all must have a clear vision of how their classes build the whole picture. Thus, the goal of this section is to help teachers learn the necessary tools they will need to understand how their class fits into the larger picture of the national standards, curriculum, syllabi, and their lesson plan.

Activity: Reading Uzbek Vignette

Objective: To raise awareness in problematic areas in their institutional syllabus; to enable participants to identify weaknesses in their institutional syllabus

Time: 15 min

Interaction: pair work

Material: Handout 1 (Pre-task 2)

Procedure: Ask the teachers to work in pairs and read a researcher's story. (Handout Ask them to answer the questions:

- Look at the syllabus you or your colleagues developed for your students. Can you see similar problems as the researcher stated above? To what extent are they similar? What changes could you suggest?

- Elicit some ideas.

NB: if participants have read the Vignette as a homework, start by discussing the questions.

Handout 1

UZBEK VIGNETTE

Researcher

English language teaching specialists have been conducting a baseline study to research the teaching of English for English for Specific Purposes (ESP) within higher educational institutions throughout Uzbekistan. One striking finding was the confusion that university teachers have towards curriculum and syllabus. First, most have trouble discussing the differences between curriculum and syllabi. Second, a syllabi analysis conducted using content analysis methodology, revealed a lot of mismatches.

- i) Syllabus developers use different terms, such as a “Curriculum”, “Schedule”, “Calendar plan” for the same type of a document (a syllabus).
- ii) Majority of syllabi were derived from the prescribed books (syllabus developers take the book prescribed by the ministry and copy topics, grammar area, etc from the book and convert the book into syllabus – so the syllabus is a reflection of the book).
- iii) The aims and objectives claimed in the introductory part are different from language in focus, laid out in the documents afterwards. For example, in the syllabi, development of all language skills, stated in the introductory part, cannot be found in the tables of contents. Further, the headings given in those syllabi: “Grammar material”, “Lexical material”, show that students are expected to practice mostly grammar and vocabulary building. Many syllabi contain goals like “To develop oral speech, to fix lexical and grammatical material”, while major

skills such listening, reading and writing are not mentioned at all.

iv) The description of grammar and phonetic materials (e.g. *There is/there are constructions/Imperative mood/sounds [i] [e] ... etc.*) illustrate the gap between the aim of “developing communicative competence” and the actual structural approach employed in most institutions, as well as between the desired level of students (B1 according to the state curriculum) and the reality teachers report.

More than that, the greatest concern arises while comparing the content of syllabuses with exit exam which in most cases consists of: 1) Read and translate the text, 2) Make up a story using the words below.

Activity: Learning Key Concepts

Objective: To enable participants to articulate differences between Implementation and Enactment views

Time:30 min.

Prepare poster paper, markers enough for working in groups of 4/5

Step 1

- Ask participants in groups to read and draw visual images to represent two views of curriculum. (Handout 2, Graves, 2014, 15).

Handout 2

Read and draw visual images to represent two views of curriculum. Explain your image.

Implementation View

“Policy makers set curriculum policy; a curriculum committee analyses needs, decides on methodology, and produces a curriculum plan; materials writers produce materials according to the plan; teacher trainers train the teachers to use the materials; and the teachers and learners use the materials in the classroom.” (p. 51)

Enactment View

In contrast, recursive process, consisting of planning, enacting and evaluating places learning and teaching in the classroom in the center of the dynamic system of enactment. Planning and evaluation are in close relationship, influencing each other. Planning is used as guidance to support enactment and provision of evaluation. Evaluation aiming at evaluation effectiveness learning and teaching affects planning.

- Ask the groups to show and explain their images.
- Sum up.

Establish that Graves (2014, p. 51) contrasts two views of curriculum: an enactment view in which curriculum is viewed as experiences created by learners and teachers in the classroom and an implementation view where curriculum is designed by assigned specialists and implemented by the teachers and learners. The implementation view puts curriculum designers at the top and learners and teachers at the end of the chain. According to Graves the chain goes like this: If implementation of the curriculum is not successful those who are at the top of the hierarchical chain blame teachers for their incompetence or resistance to new curriculum. Schwarts (2006, p. 450 as quoted in Graves, 2014) notes that implementation view is problematic as “What happens in the learning experience is an outcome of the original, creative, thinking-on-your-feet efforts of the teacher – which often lead the class in directions far, far away from anticipated goals of the curriculum writers.”

Activity Syllabus design: classroom applications

Step 2

Slide

Graves (2014, p. 50) notes that the term syllabus has practical and theoretical meanings. She identifies practical meaning as “an actual plan for a course”, and theoretical as “a specific way to conceptualize what language is and how language is

learned so that materials can be selected or prepared for the classroom” (Graves, 2008, p. 161). In contrast to other subjects like history or biology, language is “a tool that humans use to express themselves” (Graves, 2014, p. 50) complexity of which resulted in emerging various syllabus types.

Step 3

- Ask participants to read and underline key words in the syllabi descriptions.
- Ask them to identify which type of syllabus their institutional syllabus belongs to. Does it belong to one type of the syllabus or is it a combination of various syllabi?

Handout (Pre-task 3)

1. Read and underline key words in the syllabi descriptions.
2. Identify which type of syllabus your institutional syllabus belongs to. Does it belong to one type of the syllabus or is it a combination of various syllabi?

Syllabus type	Main features
<i>Grammatical, formal, or structural syllabuses</i>	The grammatical syllabus is organized around the grammatical structures of the language: verb tenses, question formation, types of clauses, and so on. ... The grammatical syllabus has been criticized because learners learn about the language and its system, not to use the language to express themselves, construct knowledge, communicate and so on. (Breen 1987a)
<i>Notional-functional syllabuses</i>	The notional-functional syllabus (Wilkins, 1976) is organized around the communicative purposes, called functions, for which people use language (e.g. to obtain information or apologize) and the notions that are being communicated.
<i>Task-based syllabuses</i>	The task-based syllabus is organized around tasks. By doing tasks together, learners use whatever language they have to negotiate the task, through that negotiation, they acquire the language (Breen, 1987a, 1987b; Nunan, 1989a). Tasks can range from real-world tasks to pedagogical tasks,

	from open-ended tasks to tasks that have one solution, and from certain language use to those that encourage general language use. (J. R. Willis, 2004)
<i>Skills-based approaches</i>	Skills-based approaches are organized around the four macro skills of speaking, listening, reading and writing. A focus on using the skills in context so learners can cope with authentic language is the basis for proficiency-oriented instruction (Omaggio Hadley, 2001)
<i>Lexical syllabus</i>	A lexical syllabus is based on a mini-corpus of common, pragmatically useful language items and language patterns drawn from spoken and written language corpora. The lexical items in the corpus are embedded in authentic language texts, and learners work inductively to understand the patterns of usage.
<i>Genre or text-based syllabus</i>	The text-based syllabus is organized around genres. Genres are spoken or written texts, such as recounts, lectures, and critical reviews, structured in particular ways to achieve particular social purposes.
<i>Project based language learning</i>	Project based language learning uses a project or projects as the backbone of the syllabus. Learners engage in individual and cooperative investigative and production-based tasks to complete a project.
<i>Content-based instruction and content and language integrated learning</i>	Content-based instruction(CBI) and content and language integrated learning (CLIL) syllabuses are organized around subject-specific content (e.g. history or science) in addition to or as a means to learning language (Lopriore, 2009; Show & Brinton, 1997; Stoller, 2002b). Approaches vary as to the relative emphasis is on content or language.
<i>Negotiated syllabus</i>	The negotiated or process syllabus grew out of the task-based syllabus, in the sense that it is through process of negotiation in interaction with others that one uses and acquires language (Breen, 1987a, 1987b). In contrast with product-based syllabuses, which focus on the knowledge and skills that are the product of learning (Nunan, 1988) and in which decisions about what will be learnt are made

	<p>prior to meeting the learners. The negotiated syllabus has itself shifted from a thing – a type of syllabus – to an educational process – a negotiation in which teacher and learners share decision making in the classroom.</p>
--	--

(based on Graves, K., (2014, p. 50-51) In Murcia M., Brinton D. M. & Snow M. A. (Eds.), *Teaching English as a second or foreign language* (4th ed. pp. 46-62) National Geographic Learning.

REFLECTION/ACTION
<p>Look at your institutional syllabus once more. Can you identify which type of the syllabus is yours? Does it belong to one type of the syllabus or is it a combination of various syllabi?</p> <p>What view do you think is employed by curriculum developers in our country: implementation or enactment? Why do you think so? Which one would you like to see in Uzbekistan context?</p> <p>Look at Handout 1 with National standards and answer the question: How are the three: the standards, curriculum and your institutional syllabus connected?</p>

Time: 10 min

Interaction: pair work

Material: A statement on a poster or on the board

Step 1

- Ask participants to read and complete the statement. (Graves, 2014, 61).
- Ask them to answer the questions:
 - How can we identify learners’ needs?
 - What factors in context can influence the enactment of the program?

“Effective curriculum and syllabus design are based on understanding _____ and purposes for _____ and the factors in the _____ that influence the _____ of the program or course” Graves (2014, 61)

Answer Key

“Effective curriculum and syllabus design are based on understanding learner’s needs and purposes for learning and the factors in the context that influence the enactment of the program or course” Graves (2014, 61)

While designing a syllabus developers must think of two important things: “a starting point of *what is* and an ending point of *what is desired*” (Graves, 2014, p. 56) Identification of the starting point is connected with context analysis and needs assessment. Assessment and defining goals and objectives help formulating the ending point (*what is desired*). The journey from the starting point towards the desired finish demand making decisions on the content and activities. The process is not linear: all sections are connected, affect and complement each other.

Building a bridge between the two points carefully is extremely important because each course has very specific learning context, learners’ needs, goals and objectives. Both curriculum and syllabus design must be based on needs assessment which involves gathering information via different means and from different sources, including teachers, students, parents, employers and other stakeholders.

Homework

Write a lesson plan for your microteaching. Identify how your lesson plan is connected with the standards, curriculum and your institutional syllabus. Identify principles and features of CLT in the lesson.

Reference

Graves, K., (2014) Syllabus and curriculum design for second language teaching. In Celce-Murcia M., Brinton D. M. & Snow M. A. (Eds.), *Teaching English as a second or foreign language* (4th ed. pp. 46-62) National Geographic Learning.

Schwartz, M., (2006) For whom do we write the curriculum? *Journal of Curriculum Studies*, 38(4), 449-457

Action/Homework Task –

Now, the teachers are going to be expected to do more hands-on work because in the end... they will present one section of a lesson plan for their microteaching. Thus, we need to scaffold very well the top down approach. Thus, by the end of this chapter, the teachers will make a wonderful lesson plan that is connected to their course syllabus, which is connected to their school's curriculum, which is connected to the national standards.

Handout 1

CONTENT OF TEACHING AND LEARNING FOREIGN LANGUAGE

FOR LEVEL B2

Higher Education

Non-Linguistic Undergraduate Programmes

Competences		CONTENT OF TEACHING AND LEARNING
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TOPIC BASED CONTENT			<ul style="list-style-type: none"> • Topics related to the Internet and ICT • Sociocultural topics on the specialism (specific comparisons and contrasts between Uzbekistan and target language countries, e.g. UK & USA, France, Germany). • Topics of specific/ professional purposes (background specialisation, trends in the specialisation) • Topics related to social life (social contact with the surrounding world).
<ul style="list-style-type: none"> • Linguistic competence 	Competence in language	<p style="text-align: center;">Listening</p> <p>Learners should be exposed to:</p> <ul style="list-style-type: none"> • lectures, presentations, debates • radio and TV reports, news bulletins, interviews, documentaries etc. • announcements • recorded native speaker voices (films, documentaries, public speeches, etc) • social talk between target language speakers <p>Skills to be developed: listening for gist; listening for detailed understanding; listening for specific points or information</p>	

		Speaking	<p>Spoken Interaction</p> <ul style="list-style-type: none"> • transactions • social talk and informal conversations • formal and informal discussions within and beyond the learner’s specialism • chairing or leading a discussion • interviews • negotiations • telephone calls <p>Spoken Production (monologue).</p> <ul style="list-style-type: none"> • making reports • developing an argument, e.g. in discussion of a specialist topic • stating and supporting an opinion • making announcements • making a presentation on a specific topic • summarising an article, a discussion etc
		Reading	<ul style="list-style-type: none"> • correspondence, including emails, notes and messages as well as letters • authentic texts containing specific material • texts containing specific lexis and terminology, e.g. abstracts, reports, extracts from textbooks • scientific and specialist literature (periodicals, E-literature) <p>Skills to be developed: reading for gist; reading for specific information; reading for detailed understanding; reading for orientation (signs, labels etc)</p>
		Writing	<ul style="list-style-type: none"> • correspondence (letters, messages, etc) • specific reports (memos, CVs, etc.) • essays, summaries, abstracts, etc. • research papers (articles, final qualification works, etc.)

		Lexical competence	<ul style="list-style-type: none"> • development of specialist vocabulary and terminology, including common abbreviations • word fields at an intermediate/ upper-intermediate level • ways of word formation (compounds and affixation), international words and cognates/false cognates • antonyms, synonyms and other common lexical relationships
		Grammatical competence	largely accurate application of grammatical material covered at previous levels (verb tenses, modals, comparative degrees of adjectives and adverbs, determiners, prepositions etc) in general and academic contexts
Sociolinguistic competence			<ul style="list-style-type: none"> • intercultural awareness raising between Uzbek and other cultures (in both academic and social settings), and the way some of the issues are related to language, e.g. greetings, modes of address in academic and professional settings, basic politeness conventions in lectures, seminars etc. • further work on non-verbal elements of communication in different cultures: body language; non-verbal signals etc • email and messaging conventions in the foreign language as compared with L1
Pragmatic competence			<ul style="list-style-type: none"> • further development of presentation skills • linking ideas appropriately in spoken and written discourse • awareness of some of the degrees of formality of language needed in different social, academic and professional settings • strategies for interrupting, clarifying, paraphrasing, ‘repairing’ and compensating etc.

**REQUIREMENTS
FOR THE LEVEL OF GRADUATES ON FL
B2 LEVEL
Higher Education**

Non-Linguistic Undergraduate Programmes

Competences		Knowing/can do
LINGUISTIC COMPETENCE	COMPETENCE IN LANGUAGE SKILLS	<p>Listening</p> <p><i>By the end of their undergraduate studies, learners can:</i></p> <ul style="list-style-type: none"> ● <i>understand and follow an extended talk or complex lines of arguments</i> ● <i>can understand the essentials of lectures, talks and reports, detailed instructions and other forms of academic and professional presentations, questions and statements</i> ● <i>understand announcements and messages</i> ● <i>understand complex authentic speech in familiar and unfamiliar contexts</i> ● <i>catch most of a conversation or discussion between target language speakers taking place around them</i> ● <i>understand most radio. Internet and TV documentaries, interviews etc</i>
		<p>Speaking</p> <p>Spoken Interaction</p> <p><i>By the end of their undergraduate studies, learners can:</i></p> <ul style="list-style-type: none"> ● <i>negotiate with professional partners</i> ● <i>make a request on specific area</i> ● <i>engage in extended conversation with native speakers and sustain the interaction, taking the lead if necessary</i> ● <i>take part in unprepared and natural discussions and debates</i> ● <i>take part in an interview about their specialism</i> ● <i>express their ideas and opinions clearly within the framework of a formal discussion</i> ● <i>clarify, paraphrase and repair their own contributions to discussions</i> ● <i>negotiate over a transaction or the resolution of a problem using appropriate levels of politeness and formality</i> ● <i>ask and answer questions appropriately in formal settings, e.g. seminars</i>

			<p>Spoken Production</p> <p><i>By the end of their undergraduate studies, learners can:</i></p> <ul style="list-style-type: none"> ● <i>give a well-structured presentation on a specific topic</i> ● <i>give clear, detailed descriptions on a range of subjects related to their specialism</i> ● <i>make an oral report on a specific topic</i> ● <i>give a clear summary of an article, lecture or discussion</i> ● <i>develop and sustain an argument on a familiar topic, supporting it with reasons, examples and evidence</i>
		Reading	<p><i>By the end of their undergraduate studies, learners can:</i></p> <ul style="list-style-type: none"> ● <i>understand the main / specific points in information texts on familiar and unfamiliar topics</i> ● <i>understand correspondence related to their interests or specialism</i> ● <i>understand short descriptions of charts, graphs, tables</i> ● <i>understand complex messages</i> ● <i>understand and follow specific and complex written instructions or directions</i> ● <i>locate specific information in longer articles and reports in their specialist field</i> ● <i>read abstracts, conference programmes, contents pages etc, in order to decide whether to read certain sections or chapters for detail</i> <p>Skills to be developed: reading for gist; reading for specific information; reading for detailed understanding; reading for orientation (signs, labels etc)</p>
		Writing	<p><i>By the end of their undergraduate studies, learners can:</i></p> <ul style="list-style-type: none"> ● <i>write specific messages (business letters, notes, e-mails)</i> ● <i>write well-structured professional essays and reports,</i>

			<ul style="list-style-type: none"> • <i>write coherent scientific and research articles with a reasonable degree of accuracy and in an appropriate style (C1)</i> • <i>write proposals, summaries and abstracts</i> • <i>(if required) write final qualification works in their specialism (C1)</i>
		Lexical Competence	<p><i>By the end of their undergraduate studies, learners can:</i></p> <ul style="list-style-type: none"> • use specific lexis and terminology in context • use topic-related vocabulary in communicative settings; • recognise and use a wide range of international words
		Grammatical Competence	<p><i>By the end of their undergraduate studies, learners can:</i></p> <ul style="list-style-type: none"> • use complex grammar and syntactical constructions in communicative settings • use appropriate linking words • analyse a piece of discourse in their own specialism to understand how it is structured in terms of cohesion and coherence

**CONTENT OF TEACHING AND LEARNING FOREIGN LANGUAGE
FOR LEVEL C1
Higher Education
Specialist Language Undergraduate Programmes**

Competences		CONTENT OF TEACHING AND LEARNING
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TOPIC BASED CONTENT		<ul style="list-style-type: none"> • Topics related to everyday life (e.g. diet, bringing up children etc). • Topics related to wider society (e.g. ethical issues in medicine, science and technology, social issues, youth crime, community responsibilities etc.). • Topics of professional interest (e.g. Linguistic and Sociolinguistic issues, language teaching, language learning, etc.) • Sociocultural topics (acculturation, culture shock and social distance, preserving cultural identity, behaving in intercultural settings, being sensitive about culture while designing materials etc.)
Linguistic competence	Listening	Learners should be exposed to: <ul style="list-style-type: none"> • extended speech on abstract and complex topics; • a wide range of idiomatic expressions and colloquialisms and recorded and broadcast audio (e.g. in a station, sports stadium etc.); • complex interactions between third parties in group discussion; • television programmes and films • samples of authentic spoken language by both native speakers and non-native speakers, in formal, informal and academic settings • lectures, discussions and debates in their specialist field • classroom interaction in the target language

	<p style="text-align: center;">Speaking</p>	<p>Spoken Interaction (dialogue).</p> <ul style="list-style-type: none"> • inter-personal dialogues and conversations; • public debates and formal discussion; • lectures and talks on abstract and complex topics of a specialist nature beyond his/her own field; • job interview either as an interviewer or interviewee; • language in classroom settings <p>Spoken Production (monologue).</p> <ul style="list-style-type: none"> • instructions • presentations • developing and supporting an argument on concrete or abstract topics • expressing an opinion giving reasons • summarising an opinion, a discussion, a professional article etc
	<p style="text-align: center;">Reading</p>	<ul style="list-style-type: none"> • lengthy, complex texts likely to be encountered in social, professional or academic life; • books, fiction and non-fiction, including literary journals; • periodicals (magazines, newspapers); • instruction manuals (textbooks, cookbooks, etc.); • advertising material; • data including forms, teacher diary, questionnaires; • formal letters, emails etc • memoranda, reports, critical reviews and papers;
	<p style="text-align: center;">Writing</p>	<ul style="list-style-type: none"> • report articles • instructions for learning and teaching materials; • forms and questionnaires; • business and professional letters; • essays, reports, reviews; • qualification paper; • statement of intent; • CVs; covering letter.

		Lexical competence	<ul style="list-style-type: none"> • broad lexical repertoire, idiomatic expressions and colloquialisms • contrasting and comparing specialist terminology (language teaching and applied linguistics) in Uzbek, Russian and the target language
		Grammatical competence	<ul style="list-style-type: none"> • complex sentences to convey meaning which is a central aspect of communicative competence; • grammatical semantics including grammatical elements, categories, structures and processes; • grammar at discourse level
Sociolinguistic Competence			<ul style="list-style-type: none"> • intercultural awareness raising between Uzbek and other cultures, and the way some of the issues are related to language, e.g. greetings, modes of address, basic politeness conventions etc. • further work on non-verbal elements of communication in different cultures: body language; non-verbal signals etc
Pragmatic Competence			<ul style="list-style-type: none"> • further development of presentation skills • linking ideas appropriately in spoken and written discourse • awareness of some of the degrees of formality of language needed in different social, academic and professional settings • strategies for interrupting, clarifying, paraphrasing, ‘repairing’ and compensating etc.

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III) The aims and objectives claimed in the introductory part are different from language in focus, laid out in the documents afterwards. For example, in the syllabi, development of all language skills, stated in the introductory part, cannot be found in the tables of contents. Further, the headings given in those syllabi: “Grammar material”, “Lexical material”, show that students are expected to practice mostly grammar and vocabulary building. Many syllabi contain goals like “To develop oral speech, to fix lexical and grammatical material”, while major skills such listening, reading and writing are not mentioned at all.

IV) The description of grammar and phonetic materials (e.g. *There is/there are constructions/Imperative mood/sounds [i] [e]... etc.*) illustrate the gap between the aim of “developing communicative competence” and the actual structural approach employed in most institutions, as well as between the desired level of students (B1 according to the state curriculum) and the reality teachers report.

More than that, the greatest concern arises while comparing the content of syllabuses with exit exam which in most cases consists of: 1) Read and translate the text, 2) Make up a story using the words below.

5. Goals and Objectives in lesson planning

“...The work of the educator is to align students’ experience with what is to be learnt as a developmental journey ...” (Leung & Scarino, 2016, p. 89).

“...If we use the analogy of a journey, the destination is the goal; the journey is the course [lesson], the objectives are the different points you pass through on the journey to the destination” (Graves, 2000, p. 75).

GOALS

This section addresses the concepts of goals and objectives and how to formulate them.

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

A) differentiate between goals and objectives;

B) reflect on challenges you face in the development of lesson goals and objectives; and

C) apply principles of writing goals/objectives to the development of your lesson plan.

Lead in: Introduction and overview

Objectives: define the difference between goals and objectives

Time: 10 min.

Answer the following questions:

- 1) What is a goal of a lesson?
- 2) How do you understand objectives of a lesson?
- 3) How many goals and objectives are appropriate for one 80-minute lesson?
- 4) In your opinion, what are the benefits, if any, in developing goals and objectives?

Activity 1. Reflection on the vignette

Objectives: to analyze the vignette and reflect on it.

Time: 20 min

Handout 1

Handout #1

UZBEK VIGNETTE

An EFL university teacher in Tashkent explained that, “As a part of one project I was required to observe lessons of EFL teachers in different universities in Tashkent. After the observations, I asked the same question to each teacher: “What was the goal – or goals – of your lesson?” Teachers respond to the inquiry with a list of activities that they conducted during the lesson.

REFLECTION

What problem is illustrated in the case above?

Activity 2. Learning key concepts of goals and objectives

Objectives: to raise student awareness on main key concepts of goals and objectives

Time: 20 min.

Handout 2.

Handout # 2

The end goal of language teaching used to be based on a native speaker model (i.e., speaking like a native speaker); however, research in second language acquisition (SLA) studies have shown that this conceptualization is not feasible (or not necessary) for most language learners. Cook (2013) explained that “until the 1990s, it was taken for granted that the purpose of teaching was to get students as near as possible to native speakers since the only valid model of language was the knowledge and behaviour of native speakers” (p. 49). However, with the introduction of the CEFR (as explained in Chapter 1), language teaching professionals have moved away from a focus of supporting students to achieve native-like levels to achieving communicative competence (i.e., being able to communicate). There are two major key concept areas we would like to address in this section: (1) writing goals and objectives; and (2) backwards design. We explain them in detail below.

Writing Goals and Objectives. EFL teachers in Uzbekistan have been taught different ways to write goals and objectives. One way Uzbek language teachers have learned to write is through the Soviet system of education, in which each lesson has four goals: practical, educational, developing, and upbringing aims. However, we argue for a new way to write goals and objectives based on empirical research from SLA and research on learning: Cognitive (what students will know), performance (what students will do), and affective (how students will feel). The tripartite goals are rooted in learning as a thinking, doing, and feeling activity, because there is an implicit link between cognition and emotion to mediate the interpsychological/intrapsychological (Johnson & Golombek, 2016), because the choice is not whether to feel or not, since emotions are inevitably present in any teaching and learning event. “It is this affective volitional dimension of thought – especially emotions – that Vygotsky (1986) considered as the last ‘why’ in the analysis of thinking” (Golombek & Doran, 2014, p. 104).

Here is an example:

By the end of the lesson, students will be able to:

(Cognitive): know 4 vocabulary words: college, university, undergraduate, and graduate

(Performance): write 4 sentences that correctly uses each of these words in context

(Affective): feel confident and motivated to use the four vocabulary words with their peers.

Cognitive, performance, and affective are GOALS of a lesson.

The OBJECTIVES of a goal are the steps that a student will need to do to achieve a goal. Objectives are the fine details that you may put into your lesson plan. For instance, let us go back to the cognitive, performance, and affective GOALS above:

By the end of the lesson, students will be able to:

(Cognitive): know 4 vocabulary words: college, university, undergraduate, and graduate

- a) Listen to the teacher explain the denotation and connotation of the four words; and
- b) Explain to a partner the meaning of the words

(Performance): write 4 sentences that *correctly* use each of these words in context

- a) Compose four sentences that use each of the four vocabulary words;
- b) Switch with a partner and the partner checks each sentence;
- c) The original author of the sentences corrects feedback.

(Affective): feel confident and motivated to use the four vocabulary words with their peers.

- a) Student fill out a daily journal about how he/she feels

One way to write a clear set of cognitive, performance, and affective goals is to have the END GOAL figured out and then, work your way backwards in the lesson. This strategy is just one suggestion of many.

According to Richards (2001), objectives have the following three characteristics: precise, feasible, and they describe a learning outcome. Objectives are more specific steps the learners will do to achieve the goal, but they must be realistic and measurable. We have discussed how to develop goals for a lesson and now we will speak about developing goals for a course using backwards design.

Backwards Design. Goals are not the same as standards (as explained in 5.1). Often standards are not appropriate for learners and thus, become unrealistic and unachievable. To solve this problem, we may use another way of setting the goals for our learners – what we want to have at the end of a course. Then, go backwards from that point. This design, or template, is called Backwards Design.

Backwards Design consists of three stages: 1) identifying desired results; 2) determining acceptable evidence; and 3) planning learning experiences and instructions (Wiggins & McTighe, 2005). Following this procedure, we set achievable goals appropriate for our learners and then plan the lesson (or a course) accordingly, thinking what steps we need to take (objectives) to achieve our goals.

Activity 3. Writing goals and objectives

Objectives: to teach students to write the goals and objectives

Time: 30 min.

Handout 3.

- Ask the teachers to work in groups and tell them to write goals and objectives, after share their answers with other groups.

Handout # 3

TASK

Imagine you were invited to teach English to twenty teenagers at the Language Center who range from elementary to pre-intermediate level. They need English to apply to international universities. You have six months to prepare them. Write the goals and objectives for this course; or, write the goals and objectives for your class of students that you teach at the university using Backwards Design.

SUMMARY

Foreign/second language teaching must have clear goals and objectives; otherwise, a teacher will not be able to lead the learners to a measurable result. A metaphor often

associated with goals and objectives is a road map: a road map because it supports both students and teachers in the teaching and learning of languages.

HOMEWORK TASK SIXTEEN

Write clearly (and finalize) the cognitive, performance, and affective goals and the objectives for your lesson for Homework Task One. Make sure each goal is MEASURABLE – you can justify with data that learning has happened.

RESOURCES

<https://youtu.be/aOnN1iVGMO4> - SMART goals

https://youtu.be/nq0Ou1li_p0 - using Bloom's Taxonomy to write objectives

https://youtu.be/g_Xm5IljYKQ - goals, objectives and learning outcomes for designing a course

<https://youtu.be/82Ph6r7Gobk> - writing effective learning outcomes and objectives

https://youtu.be/_woMKwBxhwU – creating learning objectives

<https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/> - Backwards Design, by Grant Wiggins and Jay McTighe

<https://www.edglossary.org/backward-design/> - Backwards Design, Glossary

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Lesson Planning – Into, Through, and Beyond

“A good lesson plan is a living document. It is not set in stone, but rather it is a guide that keeps you – the classroom practitioner – engaged and thinking about what you are teaching” (Kriegel, retrieved from, <https://www.pinterest.com/pin/48202658491339333/> on August 18, 2018).

GOALS

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

- A) discuss your level of comfortability with lesson planning and discern advantages and disadvantages of writing one;
- B) learn about three phases of a successful lesson plan: into, through, and beyond; and,
- C) write a draft lesson plan using your own preferred template, and exemplify and discuss the three phases within it appropriately.

Lead in: Introduction and overview

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

Time: 5 min.

Answer the following questions:

- 4) What is a Lesson Plan?
- 5) Why do we plan our lessons?
- 6) What does a lesson plan contain?

This section introduces you to the overarching framework of a lesson plan that is beneficial for teaching and learning languages: into, through, and beyond.

Think about the following:

- 1) How much autonomy are you comfortable with in terms of lesson planning?
Would you prefer a teaching situation in which lesson plans are given to you and

you are closely expected to follow them, or would you prefer being handed a textbook and told to write your own daily lesson plans? What are the advantages and disadvantages of each situation?

Activity 1. Discussion time

Objectives: to discuss the pros and cons of having your own lesson plan or ready one

Time: 5 min.

- **Ask the teachers to discuss this in pairs.**

ACTION

What are the advantages and disadvantages of using a lesson plan that is given to you, and one that you write yourself?

Activity 2. Key concepts

Objectives: to give information on three concepts of lesson plan

Time: 20 min.

Handout 1.

Handout # 1

There are three key concepts when designing a lesson plan: into, through, and beyond. As there are many lesson plan templates that are used in Uzbekistan we argue a successful lesson plan will generally have the following three facets:

- **Into:** The opening or initiatory phase of the lesson. This section usually consists of a warm-up or activation task that is meant to ease students into the lesson so that they are comfortable listening, speaking, reading and/or writing in English. Sometimes, language teachers use icebreakers as the opening or initiatory phase.

Icebreakers are fun activities that lighten up the atmosphere of the classroom and are a great way to build a community of students of all ages. However, we do not

recommend just doing them to fill up time. We recommend choosing ice-breakers that can help to (1) establish a place where students can take risks in English; (2) can lead into the topic of the day (see below in II); and/or, (3) can give the teacher insights as an initial needs assessment, into the specific interests of the students, which can help build course content.

Into Example: Spoken English – Debate, Topic: Expressing Opinions: Men vs. Women

INTO ACTIVITY:

This activity gives the students the opportunity to get to know each other better and therefore helps to create a non-threatening environment for speaking and sharing ideas. It also encourages students to think creatively because they must share personal characteristics in an abstract way.

A.) The teacher shows the students the example... If I were a _____, I would be (a)_____ because _____.

- i.) If I were a body of water, I would be an ocean because an ocean can be very calm, deep, and mysterious, but in a moment's notice it can be raging and dangerous.
- ii.) Students in their respective teams talk about and share what each of them said.

B.) The teacher writes in the first subject (food, animal, music, object).

C.) The teacher writes in the second subject.

D.) *The teacher writes in the third subject (**man / woman**)* – if you are a man you must answer the woman; if you are a woman you must answer the man.

- i.) Teacher asks for some responses (2 boys and 2 girls) for the last one and writes the names up on the board.
- ii.) Positive qualities about each gender are written on the board next to the name.

The icebreaker was adapted from: Klippel, F. (1984).

- **Through:** The middle portion(s) of the lesson. There are three basic precepts to the phase of through. First, move from familiar to new, simple to complex, mechanical to unstructured in order to build schema upon existing knowledge structures. Second, pre-teach necessary metalanguage, lexical items, and forms to

reduce anxiety and activate schematic knowledge. Third, explicitly mark transitions between tasks and activities. (Richards & Lockhart, 1994).

Decisions about sequencing of tasks and information: Suggested techniques: a) Present directions carefully and deliberately; b) Model procedures and skills; c) Monitor students' attention and comprehension; d) Provide appropriate feedback; and e) Supply abundant transitional cues.

Role of Pacing: "the extent to which a lesson maintains its momentum and communicates a sense of development" (Richards and Lockhart, 1994). Suggested techniques: a) Efficient delivery of directions; b) Varied tasks and interactive modalities; c) Systematic redundancy (but not excessive repetition); d) Tasks directed toward students' level of proficiency; e) Setting of limits; and f) Ongoing diagnosis of students' cognitive states.

- **Beyond:** The last phase of a lesson plan that considers how the lesson connects in students' minds to the course of study. This section builds coherence among lessons and supports learners to make connections among lessons on their own.

Suggested Techniques: a) Summarize major points emerging from the tasks; b) Explain how the lesson is connected to goals and/or objectives; and c) Explain how the lesson will connect to the next lesson.

Activity 3. Analyzing a lesson plan

Objectives: to analyze a lesson plan according to three key concepts

Time : 20 min.

Handout 2.

- **Ask the teachers to divide into groups of three or four and distribute them a ready lesson plans. Tell them to find three parts of it: into, through and beyond.**

ACTION

Take an already existing lesson plan or one you had written for a lesson at your university, and divide up the lesson plan with the three phases of into-through-beyond.

Activity 4. Writing a lesson plan

Objectives: to create a lesson plans including three key concepts

Time: 30 min.

- **Ask the teachers to divide into groups of three or four and tell them to create lesson plans on different topics including the three key concepts of lesson plan.**

SUMMARY

This section addressed the three sections of the lesson plan: into, through, and beyond. Additionally, we have provided you with suggested techniques to keep in mind as you navigate throughout the lesson.

HOMEWORK TASK SEVENTEEN

Formally write a complete (and revised) lesson plan from Homework Task One [approximately 80 minutes]. Make sure you are able to answer the following questions about it:

Chapter 1: What kind of competence(-ies) are you trying to address in the lesson plan (i.e., linguistic, sociolinguistic, pragmatic, strategic, and/or all the competencies)? The answer to this question will support your lesson plan from a theoretical language perspective.

Chapter 2: Which methodological approach and/or language teaching principles are you trying to achieve? The answer to this question will support your lesson plan from a language teaching methodological perspective.

Chapter 3: How will you assess what you are trying to measure (i.e., Assessment-*for*-Learning and/or Assessment-*of*-Learning)? The answer to this question will support the connection you see among teaching-learning-assessing.

Chapter 4: Will you be teaching a competency through speaking, listening, writing, reading (or) all of the above? Will an activity that you had learned from Chapter 4 be included in your lesson plan? This answer can support some techniques you may use in your classroom to support the answers above.

Chapter 5: Please keep in mind how the lesson plan you create will fit into the syllabus of the course and the overarching national standards. More specifically, what are the specific goals (i.e., cognitive, performative, and affective) that you want to achieve; or, are the goals/objectives of your lesson being created from a backwards design perspective?

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Case 1: Over Their Heads **Designing and adapting materials and teaching English for specific purposes by** **Richard Watson Todd**

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

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

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

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

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

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

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

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

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

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

Questions

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

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

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

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

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

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

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

on a broad English education. Are there any other viable viewpoints? Which do you agree with? Why?

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

Case 2: Working Together

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

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

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

Hearing these ideas, Paolo had realised that he had been treating his classes like a production line, something he had sworn he would never do when he had started teaching twenty years earlier. Quickly becoming friends, Sophia and Paolo had decided to work together to help each other develop as teachers. They decided that they would

talk English outside the classroom to improve their language, they would subscribe to a couple of journals for teachers, and they would encourage each other to innovate and try out new ideas in the classroom.

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

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

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

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

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

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

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

With these misgivings in her mind, Sophia was undecided about whether to accept Paolo's invitation to observe his teaching.

Questions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Case 3. Planning, being flexible in the classroom, and dealing with the unexpected by Richard Watson Todd

Mustafa was proud of his BEd. Now in his first job as a teacher, he had great plans for helping his students learn English, and he knew that what he had learnt from his BEd would help him reach this goal. All through his years as a secondary school student, he had thought that teaching was easy, but his degree had made him realize that teaching was far more complicated when seen from the teacher's perspective than from the student's seat. The most important thing that Mustafa had learnt from his degree was the

importance of planning. His tutors had constantly emphasized and re-emphasized the need to think before teaching. Planning, he had been told, was often more important for the success of a lesson than the teaching. Having been asked to teach an impromptu lesson and then compare it with a planned lesson, Mustafa firmly believed his tutors.

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

Looking over his lesson plan, Mustafa was pleased. It looked perfect. He could easily imagine his old tutor giving him an A grade for the plan. With a plan like this, he felt sure that he could help his students understand the grammar easily and that they would enjoy learning.

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

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

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

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

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

Mustafa was flustered. "No, not like Said Aouita. He runs very fast, but jog is running slowly." It was now Ahmed's turn to look puzzled. "But if you run, you want to win. Why people run slow?" He then switched to Arabic and used the slang expression for 'They must be cheats'. Mustafa felt that he was starting to lose control. This wasn't in his lesson plan. "No. You don't jog when you run in a race. Jog is run slowly for exercise. If you want to get fit, you can run but you only need to run slowly. So people jog for exercise or to get fit."

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

Mustafa felt himself in danger of falling into a never-ending circle of definitions. He decided that he had to avoid this at all costs. So he quickly wrote the three problem

words in English on the board with their Arabic equivalents. All of the students looked satisfied and dutifully copied these down into their exercise books. Mustafa was still worried, however. First, he had broken the climate of English which he had tried so hard to establish in the classroom. Second, he realised that he was already five minutes behind his lesson plan. He would have to rush through everything to get the lesson finished on time.

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

After the lesson ended, the students left the room and Mustafa collapsed at his desk. What had gone wrong? His lesson plan had been so good. He looked back over it. The only problem he could see was that he should have predicted the need to teach jog. But surely such a little mistake couldn't have made his lesson go so awry. Nevertheless, it was the only problem he could find. He resolved to be more careful in his lesson planning in future. He would need to check every word in the reading passages, and prepare explanations for most of them. Although he didn't look forward to this, he knew that good lesson plans were vital, and the more he prepared the better his lesson plans and his teaching would be. With a sigh, he started reading the passage for the next lesson he would teach.

Questions

1. The BEd that Mustafa took placed a heavy emphasis on lesson planning. How important do you think lesson planning is to the success of lessons? How much emphasis should be given to lesson planning on teacher training programmes?
2. Mustafa had been taught to follow a certain sequence and format when planning. What do you think this sequence and format consisted of? How helpful do you think such a model is to beginning teachers? While models of planning can help give security to beginning teachers, they are also restrictive. Do you think the benefits of such models outweigh the extent to which they restrict teachers?
3. The lesson started with "chatting". What are the purposes of chatting to students? Why is it used so often as a way of beginning lessons?
4. Chatting to students can be considered an attempt to bring the characteristics of natural conversation (such as unpredictability and the need to constantly negotiate topics) into the classroom. However, the way in which Mustafa runs the chatting session does not reflect interaction in the real world. In what ways does the classroom chatting in the extract differ from interaction in the real world? How do you think Mustafa can change the way he runs the chatting session in order to make it reflect real world interaction more closely?
5. To help students understand the reading passage, Mustafa asks them to identify unknown words. Do you think unknown words should be taught before the students read or after they have finished reading? Do all unknown words need to be explained? In explaining the meaning of the unknown words to the students, Mustafa seems to regard the context in which the words appear as not being very important. What problems does this lead to and how can Mustafa overcome these problems?
6. Mustafa's main problems occur when he is required to teach something he has not planned for. Improvisation is a vital teaching skill. Do you think that improvisation is teachable? If so, how can improvisation be taught? All through the lesson Mustafa is

being controlled by the plan rather than controlling it. To what extent should plans be followed? When and why should teachers deviate from their prepared plans?

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

VI. GLOSSARIY

Exploratory learning	- an approach to teaching and training that encourages the learner to explore and experiment to uncover relationships, with much less of a focus on didactic training (teaching students by lecturing them). Exploratory learning does not necessarily mean an unguided or unconstrained learning environment, but does mean that learners may discover unexpected lessons and reach conclusions following various paths.
Pragmatic components	- dealing with things sensibly and realistically in a way that is based on practical rather than theoretical considerations
Meaningful Learning	Meaningful as opposed to rote learning. Meaningful learning will lead toward better long term retention than rote learning
Psychomotor component	- relating to the origination of movement in conscious mental activity
Prolepsis	- the representation of a thing as existing before it actually does or did so, as in “He was a dead man when he entered”.
Language Ego	As human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting – a second identity. The new “language

	ego,” intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions.
Self-Confidence	Learners’ belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task.
Automaticity	...involves a timely movement of the control of a few language forms into the automatic processing of a relatively unlimited number of language forms
Risk-Taking	Successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing to be “gamblers” in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty.
Language-Culture Connection	Whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting.
Native Language	The native language of learners exerts a strong influence on the acquisition of the target language system. While that native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient.
Interlanguage	Second language learners tend to go through a systematic or quasi-systematic development process as they progress to full competence in the target language.

	Successful interlanguage development is partially a result of utilizing feedback from others.
Anticipation of Reward	Human beings are universally driven to act, or “behave,” by the anticipation of some sort of reward – tangible or intangible, short term or long term – that will ensue because of the behavior.
Intrinsic Motivation	The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding; therefore, no externally administered reward is necessary
Strategic Investment	Second language mastery will be due to a large extent to a learner’s own personal investment of time, effort, and attention to the L2 in the form of an individualized battery of strategies for comprehending and producing the language.
Inquiry	- is a question which you ask in order to get some information.
Linguistic competence	an unconscious as well as conscious knowledge of language “which consists of the basic elements of communication: sentence patterns, morphological inflections, lexical resources, and phonological or orthographic systems”

Communicative Competence	Since it is the goal of a language classroom, instruction needs to point toward all its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency, and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world
Curriculums	- the subjects comprising a course of study in a school or college.
Audio-lingual method	- (Army Method or New Key) is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement.
Communicative language teaching (CLT) or the communicative approach	- is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts", and through the use of the language both in class and outside of class.
To be cognizant	-to consider something before you take

	an action or make decision
Learning context	. - the situation in which something is learned or understood, a situation that can impact how something is learned or what is taught.
Problem-solving task	- refers to a type of learning that is conscious, inductive, and heuristic
Particularity	means there is no one special “recipe” for effective language teaching. In other words, teaching procedures will vary depending on “particular teachers, teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu” (ibid., p.34).
Practicality	means that any procedures which are “recommended” for language teachers must be practical to the context, otherwise they are useless, something that teachers can use in their classrooms.
Possibility	illustrates the idea that language teachers use those procedures which are possible in their classrooms from a social, cultural and political perspective.
Extensive reading	involves learners reading texts for enjoyment and to develop general

	reading skills. It can be compared with intensive reading, which means reading in detail with specific learning aims and tasks.
Autonomous learning	- an approach of learning with which learners hold the power or right to regulate and control their own learning activities. Learners are in charge of their own learning processes with autonomy. Autonomous learning is also called self-directed learning.
A dialogue journal	- an ongoing written interaction between two people to exchange experiences, ideas, or reflections. It is used most often in education as a means of sustained written interaction between students and teachers at all education levels.
The zone of proximal development (ZPD)	- the difference between what a learner can do without help, and what they can't do

VII. ADABIYOTLAR RO‘YXATI

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