

**ÓZBEKISTAN RESRUBLIKASÍ JOQARÍ HÁM ORTA ARNAWLÍ
BILIMLENDIRIW MINISTRILIGI**

BAS ILIMIY-METODIKALÍQ ORAYÍ

**QARAQALPAQ MÁMLEKETLIK UNIVERSITETI JANÍNDAGÍ
PEDAGOG KADRLARDÍ QAYTA TAYARLAW HÁM OLARDÍN
QÁNIGELIGIN JETILISTIRIW AYMAQLÍQ ORAYÍ**

**« KOMMUNIKATIV TIL BILIMI HA'M TIL KOMPETENTSIYALARI»
MODULÍ BOYÍNSHA**

OQÍW METODIKALÍQ KOMPLEKS

Filologiya ha'm tillerdi oqitiw (ingliz tili) jo'nelisi ushin

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Isshi da'stu'r

Kirisiw

Isshi da'stu'r O'zbekstan Respublikasi Prezidentinin' 2015-jili 12-iyundag'i "Joqari Oqiw orinlarinin' ilimiy basshilari ha'm pedagog kadrlarin qayta tayarlaw ha'm ta'jriybesin arttiriw sistemasin ja'nede jetilistiriw is-ilajlari haqqinda" g'i PQ-4372 sanli, 2017-jili 7-fevraldag'i "O'zbekstan Respublikasin ja'nede rawajlandiriw boyinsha Ha'reketler strategiyasi haqqinda" g'I PQ-4947-sanli 2019-jil 27-avgusttag'i "Joqari oqiw orinlari ilimiy basshi ha'm pedagog kadrlarinin' u'zliksiz ta'jriybesin arttiriw sistemasin ja'riyalaw haqqinda" g'i PQ -5789-sanli qararlari sonin' menen birge 2017-jil 20-apreldegi "Joqari bilimlendiriw sistemasin ja'nede jetilistiriw is ilajlari haqqinda" g'i PQ-2909-sanli qararinda belgilengen joqari talaplar, waziypalar mazmuninan kelip shiqqan halda bolip, ol joqari bilimlendiriw mekemeleri pedagog kadrlarinin' ka'siplik sheberligin ha'm de innavacion kompitentligin rawajlandiriw, qa'niygelikke ta'n jetekshi shet el ta'jriybelerin, jan'a bilim ha'm ta'jriybelerdi o'zlestiriw, sonin' menen birge a'meliyatqa engiziw ko'nlikpelerin jetilistiriw maqset etiledi.

Isshi da'stu'r mazmuni joqari bilimlendiriwdin' normativ-xuquqiy tiykarlari ha'm nizam normalari, jetekshi ta'lim texnologiyalari ha'm pedagogikalik sheberlik, ta'lim processinde axbarat-kommunikaciya texnologiyalarin qollaniw, a'meliy shet til, sistemali analiz ha'm qarar qabil etiw tiykarlari, arnawli pa'nliertiykarinda ilimiy ha'm a'meliy izertlewler, texnologiyaliq rawajlaniw ha'm oqiw processin sho'lkemlestiriwdin' zamanago'y usillari boyinsha son'g'i jetiskenlikler, pedagogtin' ka'siplik kompitentligi ha'm kreativligi, global Internet tarmag'i, multimedia sistemalari ha'm araliqtan oqitiw usillarin o'zlestiriw boyinsha bilim, ko'nlikpe ha'm ta'jriybesin qa'liplestiriw na'zerde tutiladi.

Isshi da'stu'r ko'leminde berilip atirg'an temalar qa'niygelik boyinsha pedagog kadrlardi qayta tayarlaw ha'm ta'jriybesin arttiriw mazmuni, sipati ha'm olardin' tayarlig'ina qoyilatug'in uliwma ta'jriybe talaplari ha'm oqiw rejeleri tiykarinda qa'liplestirilgen bolip, bul arqali joqari oqiw orinlari pedagog kadrlarinin' qa'niygelikke bag'darlang'an zamanago'y ta'lim ha'm innovaciya texnologiyalari da'rejesin arttiriw esabina olardin' ka'siplik sheberligin, ilimiy iskerligin turaqli tu'rde rawajlandiriw, joqari oqiw orinlarinda oqiw-ta'rbiya processlerin sho'lkemlestiriw ha'm basqariwdi tizimdi analiz qiliw, sonin' menen birge, pedagogikalik iskerlikte optimal qararlar qabil etiw menen baylanisli kompetenciyalarg'a iye boliwi ta'miynlenedi.

Qayta tayarlaw ha'm ta'jriybe arttiriw jo'nelisinin' o'zine ta'n qa'siyetleri ha'm de aktual ma'selelerden kelip shiqqan da'stu'rde tin'lawshilardin' arnawli pa'nler shen'berindrgi bilim, ko'nlikpe, ta'jriybe ha'm kompetenciyalarina qoyilatug'in

talaplar o'zgertiriliwi mu'mkin.

Moduldin' maqseti ha'm waziypalari

Joqari oqiw orinlari pedagog kadrlarining' qa'niygeligin arttiriw kursinin' Kommunikativ til bilimi ha'm til kompetentsiyalari modulini' maqseti pedagog kadrlardin' oqiw ushin za'ru'r bolatug'in ka'siplik bilim , ko'nlikpe ha'm talaplarin turaqli tu'rde jan'alaw, ka'siplik kompetentligin ha'm pedagogikalik sheberligin u'zliksiz rawajlaniw ta'miynlewden ibarat.

Modul boyinsha bilim, ko'nlikpe ha'm ta'jriybeler

Kommunikativ til bilimi tu'sinigi. Kommunikativ kompetentsiya tarawlari. CEFR ha'm onin' shen'berinde 4 kompetentsiya: lingvistikaliq, sotsiolingvistikaliq, diskursiv ha'm strategiyaliq kompetentsiyalar. So'ylesiw arqali kommunikativ kompetentsiyani u'yretiw. Tin'law arqali kommunikativ kompetentsiyani u'yretiw. Jaziw arqali kommunikativ kompetentsiyani u'yretiw. Oqiw arqali kommunikativ kompetentsiyani u'yretiw. Kommunikativ grammatika ha'm kommunikativ leksika. Tildi diskursiv tu'rde oqitiw. Oqitiwda konstruktivistlik tu'rde qatnasiw. So'z ha'm kontsept. Kontseplerdi interpretatsiya qiliw ha'm oqitiw.

Moduldin oqiw rejedegi basqa moduller menen baylanislig'i

« Kommunikativ til bilimi ha'm til kompetentsiyalari » moduli mazmuni oqiw rejedegi "Pedagogtin' innovatsion do'retiwshiligin rawajlandiriw", "Til biliminde ilim-izzertlew jumislarin alip bariwdin' sistematikaliq analizi", oqiw modulleri menen ajiralmas baylanisqan halda universitet talabalarina shet tilin u'yretiw din' lingvistikaliq aspektlerin u'yrenip pedagogikalik qa'niygeligin jetilistiriwge xizmet qiladi.

Moduldin' joqari bilimlendiriwdegi orni

Moduldi o'zlestiriw arqali tin'lawshilar Kommunikativ til bilimi ha'm til kompetentsiyalari haqqinda tu'sinikke iye boladi ha'm say tu'rde a'melde qollaniw uqiylilig'i ha'm ka'siplik mamanlig'in rawajlandiradi.

Modul boyinsha saatlardin' bo'listiriliwi

№	Modul temalari	Tin’lawshinin’ oqiw ju’klemesi saat						
		Ha’mmesi	Auditoriya oqiw ju’klemesi				O’z betinshe bilim aliw	
			Ja’mi	sonnan				
				Na’zeri y	A’meliy shinig’i w			
1.	The notion of Communicative competence. Four branches of Communicative competence: linguistic, sociolinguistic, discourse and strategic linguistics.	2	2	2				
2.	Teaching communicative competence through speaking	2	2		2			
3.	Teaching communicative competence through listening	2	2		2			
4.	Teaching communicative competence through reading	2	2		2			
5.	Teaching communicative competence through writing		2		2			
6	Communicative grammar and communicative vocabulary		2		2			
7	Teaching language through discourse		2					
8	Constructive approach to teaching reading		2		2			
9	Total		16	2	14			

TEORIYALIQ HA'M A'MELIY SHINIG'IWLAR MAZMUNI

1-tema: Kommunikativ til bilimi tu'sinigi. Kommunikativ kompetentsiya tarawlari. CEFR ha'm onin' shen'berinde 4 kompetentsiya: lingvistikalik, sotsiolingvistikalik, diskursiv ha'm strategiyalik kompetentsiyalar.

2- tema: So'ylesiw arqali kommunikativ kompetentsiyani u'yretiw. Shet tillerin oqitiwdin' zamanago'y metodlarinan paydalaniw.

3- tema: Tin'law arqali kommunikativ kompetentsiyani u'yretiw. Tin'lap tu'siniwdi rawajlandiriwshi metodlardi qollaniw.

4- **tema:** Jaziw arqali kommunikativ kompetentsiyani u'yretiw. Jaziwdi u'yretiwde qollanilatug'in shinig'iwlar arqali so'ylewdi rawajlandiriw.

5- **tema** Oqiw arqali kommunikativ kompetentsiyani u'yretiw. Oqiwdi u'yretiwde metod ha'm texnikalardan paydalaniw.

6- **tema.** Kommunikativ grammatika ha'm kommunikativ leksikani oqitiwda qollanilatug'in metodlardi sabaq protsessinde qollanip u'yretiw.

7- **tema** Tildi diskursiv tu'rde oqitiw. Oqitiwda konstruktivistlik texnikani qollaniw arqali sapali sabaq o'tiwdi u'yretiw.

8- **tema.** So'z ha'm kontsept. Kontseplerdi interpretatsiya qiliw ha'm analizlew.

O'ZBETINSHE JUMISLAR

O'zbetinshe jumislardi sho'lkemlestirwdin' formasi ha'm mazmuni

Tin'lawshi o'z betinshe jumislardi arnawli bir moduldin' o'zgesheligin esapqa alg'an halda to'mendegi sirtqi ko'rinislerden paydalanip tayarlawi usinis etiledi:

- normative hu'jjetlerden oqiw ha'm ilimiy a'debiyatlardan paydalaniw tiykarinda modul temalarin u'yreniw;
- tarqatpa materiallar boyinsha lektsiyalar bo'legin;
- lingvistikaliq analiz metdolarinan paydalanip izzertlew jumislarin alip bariw;
- arnawli a'debiyatlar boyinsha modul bo'limleri yamasa temalari u'stinde islew;
- a'meliy shinig'iwlarda berilgen tapsirmalardi orinlaw.

OQITIW FORMALARI

Usi modul boyinsha to'mendegi oqitiw formalarinan paydalaniladi:

- lektsiyalar a'meliy shinig'iwla (mag'liwmatlar ha'm texnologiyalardi tu'siniw, intellektual qizig'iwshiliqlardi rawajlandirwdin' teoriyalik bilimlerin bekkemlew);
- orta sa'wbetleri (qaralip atirg'an joybar sheshimleri boyinsha usinis beriw uqiylilig'in asiriw, esitiw, pikirlew ha'm logikaliq juwmaqlar shig'ariw);
- sa'wbet ha'm tartislar (joybarlar sheshimi boyinsha da'liller ha'm tiykarg'i argumentlerdi usiniw, esitiw ha'm ma'seleler sheshimin tabiw qa'biletin rawajlandiriw).

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II. MODULDI OQITIWDA PAYDALANILATUG'IN 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).

Knowledge (list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.)	<ul style="list-style-type: none"> ➤ observation and recall of information ➤ knowledge of dates, events, places ➤ knowledge of major ideas ➤ mastery of subject matter
Comprehension (summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend)	<ul style="list-style-type: none"> ➤ understanding information ➤ grasp meaning ➤ translate knowledge into new context ➤ interpret facts, compare, contrast ➤ order, group, infer causes ➤ predict consequences
Application (apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover)	<ul style="list-style-type: none"> ➤ use information ➤ use methods, concepts, theories in new situations ➤ solve problems using required skills or knowledge
Analysis	<ul style="list-style-type: none"> ➤ seeing patterns

(analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer)	<ul style="list-style-type: none"> ➤ organization of parts ➤ recognition of hidden meanings ➤ identification of components
Synthesis (combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite)	<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
Evaluation (assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize)	<ul style="list-style-type: none"> ➤ compare and discriminate between ideas ➤ assess value of theories, presentations ➤ make choices based on reasoned argument ➤ verify value of evidence ➤ recognize subjectivity

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.



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

Getting Started

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

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

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 15

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)

III. NAZERIY MATERIALLAR

LECTURE 1. LANGUAGE AND COMMUNICATIVE COMPETENCE

Problems to be discussed:

1.1. Principles of Communicative Competence

1.2. Linguistic Competence

1.3. Pragmatic Competence

1.4. Sociolinguistic competence

KEY TERMS:

CEFR, communicative competence, linguistic / grammatical competence, sociolinguistic competence, pragmatic / discursive competence, and strategic competence, structured linguistics, sound image (signifier), mental image (signified), linguistic competence, form, meaning and use, pragmatic competence, the Cooperative Principle, maxim of quantity, maxim of quality, maxim of relevance, and maxim of

manner, sociolinguistic competence, ideology, and cultural metaphors, strategic competence, an uneasy situation, repair strategies, reduction strategies, generalization strategy, the extended paraphrases, compensation.

Chapter One addresses the theoretical underpinning of the Common European Framework of Reference (CEFR), which is the overarching framework of teaching foreign languages in Uzbekistan. The goal of this chapter is to familiarize you with the four communicative competencies of language: linguistic, pragmatic, sociolinguistic, and strategic. More specifically, Section 1.1 will exemplify that successful human communication is built upon knowing linguistic competence *in addition to* other competencies (i.e., sociolinguistic, pragmatic, and strategic). Section 1.2 discusses linguistic competence, which is the ability to understand language structure (e.g., syntax). Section 1.3 delves into pragmatic competence, or, the ability to interpret and convey meaning in context. Section 1.4 addresses sociolinguistic competence, which examines how cultural norms play a role in meaningful communication. And finally, Section 1.5 will conceptualize strategic competence – the ability of the interlocutor to find ways to understand language without fully knowing what is being communicated. A firm grounding in these competencies will provide you theoretical support in your growing development as a language educator in Uzbekistan.

UZBEK VIGNETTE

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

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

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

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

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

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

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

REFLECTION

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

1.2. Linguistic competence

UZBEK VIGNETTE

I remember vividly my language teachers at the Uzbekistan State University of World Languages in the 2000s who educated me in the Grammar Translation Method (GTM). From that time, we targeted at analyzing only form/structure and meanings/semantics and left out an analysis of use/discourse/pragmatics. Let’s see how such an analysis looked like in the following example:

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

building blocks of language), you can easily apply them to a new situation, composing an indefinite amount linguistically correct sentences to describe the reality.

We never questioned how this sentence – “It’s a holiday today; my kid is home from school” – could be interpreted differently in a real-life situation. So, once these sentences are regarded to be the relevant utterances from the viewpoint of form/structure and meanings/semantics, their use could cause a communicative problem. Instead, Americans tend to use, “It’s a holiday today, my kids are home from school.” “Kid” in its plural form. To use “kid” in a singular form may mean (meaning-in-use) “my kid, whom I do not like or even despise” is home. To show endearment, the speaker may use the singular noun, child instead of kid. The form/structure and meanings/semantics never tells us meaning-in-use, functional meaning, communicative meaning.

REFLECTION

Think about the vignette and reflect on it and the relationship among form, meaning, and use. Then, think about the following sentence: *Vegetarians like eating beef*. How could this sentence be correct in its form? Using Figure Two above, what are the building blocks of this sentence? (Thus, can you explain each level of the pyramid with the sentence, *Vegetarians like eating beef*?)

ACTION

Please write a one-page response to the following inquiry: Is human communication the totality of linguistic rules (form and semantics), or, is it more than that? If so, how; if not, how not? Use evidence from your life to provide your rationale and justification.

1.3. Pragmatic competence

UZBEK VIGNETTE

I remember vividly my language teachers at the Uzbekistan State University of World Languages in the 2000s who educated me in the Grammar Translation Method (GTM). From that time, we targeted at analyzing only form/structure and meanings/semantics and left out an analysis of use/discourse/pragmatics. Let’s see how such an analysis looked like in the following example:

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We never questioned how this sentence – “It’s a holiday today; my kid is home from school” – could be interpreted differently in a real-life situation. So, once these

sentences are regarded to be the relevant utterances from the viewpoint of form/structure and meanings/semantics, their use could cause a communicative problem. Instead, Americans tend to use, “It’s a holiday today, my kids are home from school.” “Kid” in its plural form. To use “kid” in a singular form may mean (meaning-in-use) “my kid, whom I do not like or even despise” is home. To show endearment, the speaker may use the singular noun, child instead of kid. The form/structure and meanings/semantics never tells us meaning-in-use, functional meaning, communicative meaning.

REFLECTION

Think about the vignette and reflect on it and the relationship among form, meaning, and use. Then, think about the following sentence: *Vegetarians like eating beef*. How could this sentence be correct in its form? Using Figure Two above, what are the building blocks of this sentence? (Thus, can you explain each level of the pyramid with the sentence, *Vegetarians like eating beef*?)

ACTION

Please write a one-page response to the following inquiry: Is human communication the totality of linguistic rules (form and semantics), or, is it more than that? If so, how; if not, how not? Use evidence from your life to provide your rationale and justification.

SUMMARY

Pragmatic competence needs to be taught in foreign language teaching classes as it enhances students’ ability to interpret meanings in social context, in real-life situations. Interactive classroom activities should be conducted around the concepts such as understanding the cooperative principle, through which we enhance students’ pragmatic competence.

1.4. Sociolinguistic competence

UZBEK VIGNETTE

One day a head of the English Language department attended a class conducted by one of the best CLT teachers at the Uzbekistan State University of World Languages. The head was particularly interested in the types of CLT activities that this teacher (she) employs to teach sociolinguistic competence. The teacher’s class was exceptionally interesting on that day: at the beginning of the class, the teacher asked the class to write on a sheet of paper how they interpret/understand the concept of love. The students (Ss) wrote the following: Love is...

S1 (she): “...passionate feeling toward someone who steals your peace days and nights”;

S2 (she): “...addiction. Sacrifice your life for the sake the sake of others”;

S3 (she): “...quicksilver”;

S4 (she): “...understanding each other all your life”;

S5 (he): "...emotion which comes of knowledge and understanding, as knowledge changeable, feeling changeable as well";

S6 (she): "...mutual understanding, respect, sympathy";

S7 (he): "...the attitude towards somebody who feels appealing";

S8 (she): "...abstract feeling. We have many kinds of love: to motherland, to children, to a family".

After this, the teacher asked the class to look in the dictionary and find out the meanings of "love". The class found the following dictionary meanings of love: (i) "a strong feeling of deep affection for sb/sth, especially a member of your family or a friend"; (ii) "a strong feeling of affection for sb that you are sexually attracted to"; (iii) "the strong feeling of enjoyment that sth gives you"; (iv) "a person, a thing or an activity that you like very much" (Oxford Advanced Learner's Dictionary, 9th edition, 2015). The head was surprised why these differences between the dictionary meanings and the students' interpretations happened.

REFLECTION

Think about the situation above. Why was there a difference between the dictionary meaning of *love* and the students' interpretation of *love*? What social factors facilitated the emergence of these differences? What do you think was the next activity the teacher did with the class to proceed further?

ACTION

Please write a one-page response to the following inquiry: How can human communication and interpretations be affected by non-linguistic factors? Use evidence from your life to provide your rationale and justification on the relationship between language and culture.

1.5. Strategik competence

UZBEK VIGNETTE

One day a student who was majoring in English came to his language teacher at the university and explained a strange situation that had happened to him while he was talking to a foreigner who was visiting Uzbekistan from the United States. The foreigner did not speak Uzbek or Russian but only English and he was interested in Uzbekistan's national food. The student explained that he could not accurately and fluently talk about the famous Uzbek national food *plov* (i.e., what ingredients it contains and how to cook it). The student said that he felt shameful because he did not represent his country well. The student said he lacked vocabulary; he also said he was accompanied by fear that grammatically incorrect sentences were considered unacceptable (as he was taught). He felt embarrassed. After listening to the student, the teacher thought for a while and was not sure about how to support the student in this situation.

REFLECTION

Think about the situation above. What kind of communication strategies would you tell the student he could have used to communicate with the foreigner in a more effective

way?

ACTION

Please write a one-page response to the following inquiry: how can human communication be successful, even if deficiencies connected with linguistic, pragmatic and sociolinguistic competencies arise? Use evidence from your life to provide your rationale and justification on overcoming such deficiencies.

SUMMARY

Strategic competence needs to be taught in foreign language teaching classes as it enhances students' ability to overcome uneasy situations that a speaker comes across in real life situations while talking to foreigners.

IV. A'MELIY SHINIG'IWLARDIN' MATERIALLARI

Session 1.1 Principles of Communicative Competence

Learning Outcomes:

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

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

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

Materials: Handout 1

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

Procedure

1. Lead-in: Introduction and overview

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

Time: 30 min

Materials: handout

Interaction: plenary

- Ask the teachers to answer the questions that are given in the Uzbek Vignette.
- 1) What do you think about the examples given in the vignette?
 - 2) Can you provide additional language examples that shows how non-linguistic factors favour meaning construction in human communication?

2. Activity

Time: 30 min

Table 1. Comparative Table of GTM and CLT

GTM

Rule is prioritized over practice. GTM believes that knowing the linguistic rules can secure the successfulness of communication.

Teacher is the main source of knowledge generation. Students are expected to be taught, and not to be guided.

Teaching is based on learning and memorizing rules, facts, and meanings

CLT

Practice is prioritized over rules. Rules still play a role, *but they are not determining the meaning of utterances*. Students out of practice/in different real-life situations should derive rules. Thus, we have grammar in context, syntax in context, semantics in context, etc.

Teacher is not imposing his or her will on students. There is no right or wrong knowledge. Students *are exposed to real-life situations*, within which they generate their own knowledge on how to communicate appropriately in a situation.

Teaching is based on developing students' thinking abilities, through

from texts.

which they themselves get to know about rules, facts, and meanings.

Homework

Time: 20 min

HOMework TASK ONE

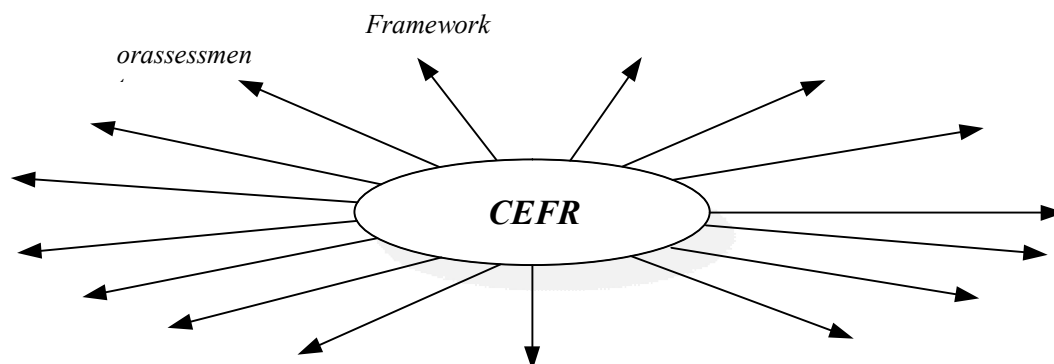
Please choose one English language class (e.g., speaking class or vocabulary class), which you have already taught, and which you will use for your homework tasks in this book. This class could be one you feel has been very successful, mediocre, or not successful. When you choose an English language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

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

Seminar 1.

Activity A.

Brainstorm the notion of “CEFR”



Activity B.

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

Table 1. Comparative Table of GTM and CLT

GTM

Rule is prioritized over practice. GTM believes that knowing the linguistic rules can secure the successfulness of communication.

CLT

Practice is prioritized over rules. Rules still play a role, *but they are not determining the meaning of utterances*. Students out of practice/in different real-life situations should derive rules. Thus, we have grammar in context,

syntax in context, semantics in context, etc.

Teacher is the main source of knowledge generation. Students are expected to be taught, and not to be guided.

Teacher is not imposing his or her will on students. There is no right or wrong knowledge. Students *are exposed to real-life situations*, within which they generate their own knowledge on how to communicate appropriately in a situation.

Teaching is based on learning and memorizing rules, facts, and meanings from texts.

Teaching is based on developing students' thinking abilities, through which they themselves get to know about rules, facts, and meanings.

Activity C.

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

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

Activity D. Complete the sentences by filling in the blanks with the appropriate words listed below

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

1. CEFR (Common European Framework of Reference) is an international framework within which the language ability of learner is explained and assessed identically (assessment). However, CEFR is not limited to _____. It is also about teaching and learning. Within CEFR, teaching and learning are based on CLT within which four _____ are taught during the class.
2. Communicative competence – an ability and knowledge of a language user about how, what and where to speak appropriately from the view point of culture, traditions, shared _____. An ability of understanding social meaning and being understood within a social context. It consists of four aspects: linguistic, sociolinguistic, pragmatic/discourse, and strategic competence.
3. Sociolinguistic competence – being aware of how culture(s), shared social rules and norms affect the way we describe things, objects, and processes within a _____. Sociolinguistic competence targets at developing students' ability to understand how different _____ choice different grammar, syntax, semantic, stylistics in describing the same objects, subjects, and processes. It also tries to understand how something is spoken appropriately in a social context.

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

Session 1.2 Linguistic competence

Learning Outcomes:

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

A) discuss how linguistic competence is tied to form/structure and meanings/semantics, but

leaving *use* to discuss in the pragmatic, sociolinguistic, and strategic competences sections;

B) confirm your knowledge of the building blocks of language:

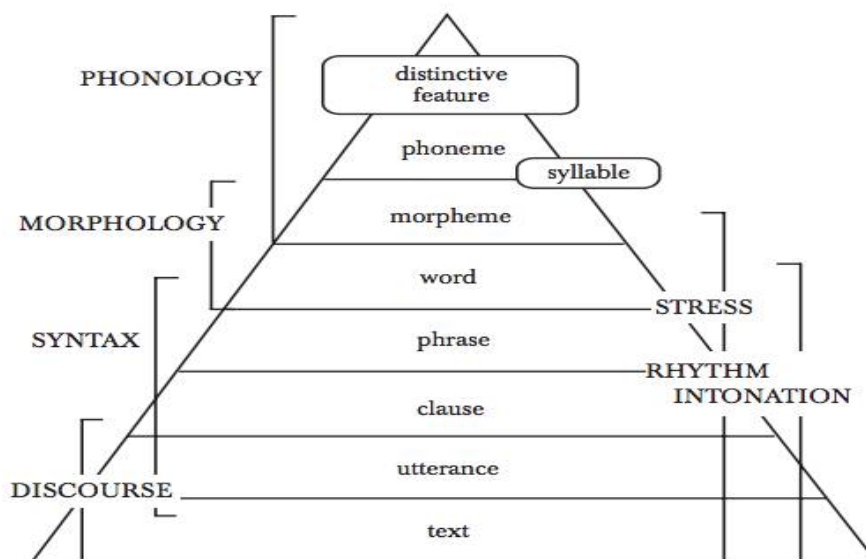


Figure Two. Units of Language (van Lier, 1995, p. 15)

Materials: Handout 1

NB: Handout 1 (Uzbek Vignette)

Procedure

4. Lead-in: Introduction and overview

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

Time: 30 min

Materials: handout

Interaction: plenary

Handout 1

Time: 30 min

UZBEK VIGNETTE

I remember my language teachers at the Uzbekistan State University of World Languages in the 2000s who educated me in the Grammar Translation Method. In that, we targeted at analyzing only form/structure and meanings/semantics, leaving out of an analysis use/discourse/pragmatics. Let's see how such an analysis looked like in the following example:

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

We never questioned how this sentence – “It’s a holiday today; my kid is home from school.” – could be interpreted differently in a real-life situation. So, once these sentences are regarded to be the relevant utterances from the viewpoint of form/structure and meanings/semantics, their use could cause a communicative problem because in the United States people usually do not deploy such them, instead using “It’s a holiday today, my kids are home from school.” “Kid” in its plural form. To use “kid” in a singular form may mean (meaning-in-use) “my kid, whom I do not like or even despise” is home. To show endearment, the speaker may use the singular noun, child instead of kid. The form/structure and meanings/semantics never tells us meaning-in-use, functional meaning, communicative meaning. Thus, the sentence “Vegetarians like eating beef” could be correct in its form and semantics, but irrelevant in its use.

Answer the following questions:

1. Think about the vignette and reflect on it. Do you agree that within GTM we used to learn language via its form/structure and meanings/semantics, but missing meaning-in-use/communicative meaning?

Handout 2 (Read at home)

Time: 30 min

An American’s Perspective of the Form-Meaning-Use Dimensions

The subsystems of form, meanings, and use (Cecle-Murcia & Larsen-Freeman, 1999) are both interdependent and overlapping because “each element in a language is explained by reference to its function in the total linguistic system” (Halliday, 1994, p. xiv). I¹ will illustrate the interdependency and overlapping nature of the three dimensions with the title I was given during my Peace Corps Service. Although I was called a Peace Corps Volunteer (PCV) from the American Government perspective, that was not my title in China. Of the 72 countries Peace Corps serves, China

¹Dr. David Chiesa, an editor of this manual.

volunteers are the only volunteers not called PCVs, but rather, US-China Friendship Volunteers. I have been intrigued with this change of name for quite some time. Through an explication of this noun phrase I will show how the linguistic system of language is a part of the social system. I will begin with Celce-Murcia and Larsen-Freeman's (1999) subsystem of form.

Form, as one of the dimensions, "consists of the visible or audible units: the sounds (or signs in the case of sign language), written symbols, inflectional morphemes, function words (e.g., *of*), and syntactic structures" (Larsen-Freeman, 2003, p. 34). Form takes into consideration how grammar operates at the subsentential or morphological level and is constituted by studies in phonology, graphology, semiology, morphology, and syntax. *US-China Friendship Volunteer* is pronounced as /iu es tʃaɪnə frɛndʃɪp vɒlən'tɪər/, and is a noun phrase (NP) with five morphemes. *US-China* (noun + noun) are two free morphemes compounded to form one lexical item. *Friendship*, (noun + noun), consists of one free and one bound morpheme. The bound morpheme, *ship*, is derivational and does not change the grammatical function of the word. *Volunteer* consists of one free morpheme. The word order, or internal structure, of the NP *US-China Friendship Volunteer*, is fixed. The NP is broken down by the subject determiner, *US-China*, and then followed by the noun head. A NP "consist of a noun as head, alone or accompanied by one or more dependents" (Huddleston & Pullum, 2002, p. 326). The pre-head dependent adjective, *friendship*, accompanies *volunteer*; thus, the internal structure is fixed and the word order cannot be conceived as **Friendship US-China Volunteer*. This structure is the form of the noun phrase *US-China Friendship Volunteer*.

Meaning is another dimension. "When dealing with meaning, we want to know what a particular English grammar structure means and what semantic contribution it makes whenever it is used" (Celce-Murcia & Larsen-Freeman, 1999, p. 4). When placed in an appropriate case-form, the NP functions as a complement in clause structure; for example, as a subject (*A US-China Friendship Volunteer arrived*), object (*Our school needs a US-China Friendship Volunteer*), or predicate complement (*Dave is a US-China Friendship Volunteer*). Additionally, the US-China Friendship Volunteer's *denotation*, the dictionary definition or referential meaning, means "an unpaid person from the US Peace Corps who represents a friendly relationship between the United States of America and The People's Republic of China." The phrase's *connotation*, an extension beyond the literal denotation and the emotional association of the word, will be different from the denotation. One might assume that there is a relationship between the American and Chinese that involves mutual knowledge, esteem, affection, and respect.

A question inevitably arose from other China volunteers and myself during our two years of service: What kind of connotations did the title Peace Corps Volunteer hold for it to be changed to US-China Friendship Volunteers? According to Bonnie Thie, Peace Corps China country director (2009-present),

From talking with the first country director, my understanding is that the name "PC" had connotations linked to third world development work and to notions of clandestine or subversive activities. In addition "corps" carried military overtones. Because of the concerns, a unique name was agreed on that recognized the specific

goal of building people-to-people friendships. Both names were used in the country agreement which was signed in 1998 (personal communication, October 2009).

Bonnie's explanation of PC emphasizes how each element in a language makes reference to its function (meaning-in-use) in the social context. PC has a semantic relation of situational reference or exophoric reference. Halliday and Hassan (1989) posit that an "exophoric item...is one which does not name anything; it signals that reference must be made to the context of situation" (p. 33). The exophoric reference of PC retrieved a negative referential meaning of "subversive activities" and "military;" thus, the title was changed. This example shows how a word's reference (to a social context and to different cultures) can influence the use, or lack thereof, of a specific lexical item in a certain context.

Use is the third dimension in Larsen-Freeman's form, meaning, and use paradigm. According to Celce-Murcia and Larsen-Freeman (1999), pragmatics is another name for use. Levinson (1983) explained that *pragmatics* are the "relations between language and context that are grammaticalized, or encoded in the structure of a language" (p. 9). Just knowing the form and meaning of the noun phrase, *US-China Friendship Volunteer*, is not sufficient for someone to be able to use it appropriately. A speaker will need to know when to use *US-China Friendship Volunteer* instead of *Peace Corps Volunteer* or another one of the hundreds of volunteer organizations from America that is currently in China. While I was in China, *US-China Friendship Volunteer* was used only in speeches at banquets, ceremonies, and festivals and in any other formal interactions between a Peace Corps staff and someone from China's Communist Party.

Homework task

Time: 10 min

Find a phrase that you use in your textbook, such as the one similar to *U.S. China Friendship Volunteer*. Can you identify the form, meaning, and use? Please write it out and then explain your answer.

HOMEWORK TASK TWO

Please refer to the lesson you chose for Homework Task One. In a one-page report please do the following: First, explain how you understand linguistic competence in general (i.e., what does linguistic competence mean to you); Second, explain how the lesson you chose for Homework Task One (A) can be transformed to have linguistic competence as the focus.

Seminar 2: Linguistic competence

Activity A. *Complete the sentences by filling in the blanks with the appropriate words listed below*

Structure	semantic contribution
linguistic system	form
interdependent	dimensions

The subsystems of _____, meanings, and use (Celce-Murcia & Larsen-Freeman, 1999) are both _____ and overlapping because “each element in a language is explained by reference to its function in the total _____” (Halliday, 1994, p. xiv)

Form, as one of the _____, “consists of the visible or audible units: the sounds (or signs in the case of sign language), written symbols, inflectional morphemes, function words (e.g., *of*), and _____” (Larsen-Freeman, 2003, p. 34).

Meaning is another dimension. “When dealing with meaning, we want to know what a particular English grammar _____ means and what _____ it makes whenever it is used” (Celce-Murcia & Larsen-Freeman, 1999, p. 4).

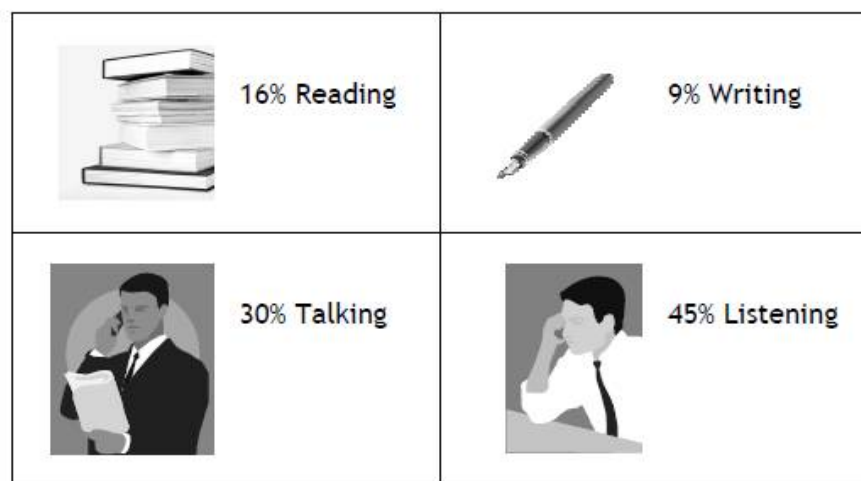
Linguistic competence – an unconscious as well as conscious knowledge of language “which consists of the basic elements of _____: sentence patterns, morphological inflections, lexical resources, and phonological or orthographic systems” (Celce-Murcia & Olshtain, 2000, 16).

Discuss the picture given below.

How do we spend our communications time?

We spend approximately 70% of our time communicating with others.

Of this communications time, we spend:



Activity C.

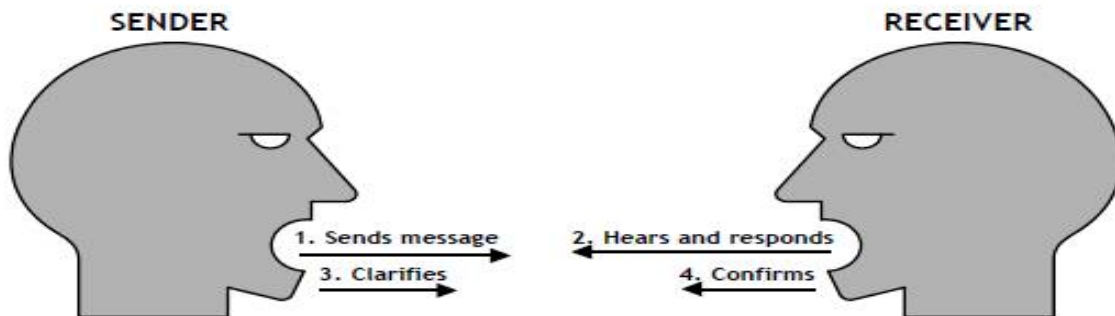
Give your opinion to the given quotation. Make your own quotations about linguistic competences.

“I know that you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant!”

Quote from a U.S. government official

Activity D. Discuss the model.

An Effective Communications Model



Activity E. Practice with your partner on your favorite topic according to opinion in the table.

The Listening Dilemma

- We speak at a rate of about 150 words per minute (wpm).
- But we can hear at a rate of about 1,000 wpm.



- This gives us a lot of extra time!
- What do we do with this time?

Session 1.3. Pragmatic competence

Learning Outcomes:

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

A) understand that interpreting meaning is not an objective phenomenon, but it depends on a particular social context; and,

B) explore how intended meanings could be taught via the cooperative principle.

Materials: Handouts

NB: Handout 1 Picture to describe

Procedure

1. Lead-in: Introduction and overview

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

Time: 10 min

Materials: handout

Interaction: plenary

Handout 1

Time: 30 min

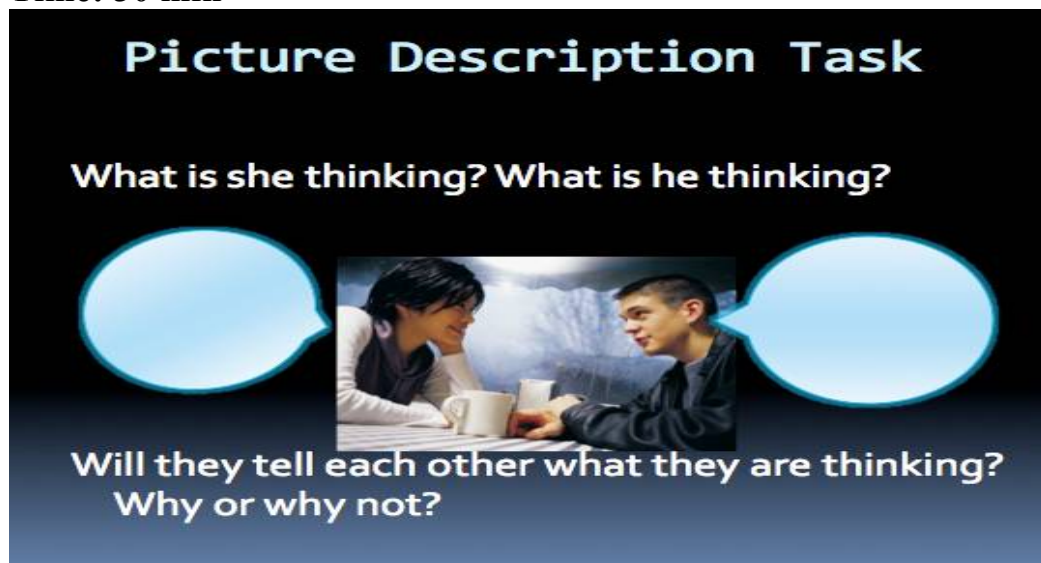


Figure One. Picture Description Task.

It might be difficult for you to identify what she is thinking and what he is thinking because we are not exactly clear about the context in which they are in. In other words, imagine if they were boyfriend and girlfriend, or friends at a coffee shop, or tutor/tuttee, or even business partners. Depending on the context and the specific roles of each of these people, the language they use will be different. Thus, we will interpret what they say differently depending on the context. For example, imagine that they are dating and are on their first date. The woman says to the man, “I like you a lot.” Then, let us assume they are on their 101st date. The man asks the woman, “Do you love me?” She replies, “I like you a lot.” We thus interpret the woman’s utterance deeply and feel sorry for the man when they are on their 101st date because she turned down his inquiry. When we think about language and context specifically, people will

transfer not only fixed meanings within utterances, but intentions within these utterances (Hymes, 1967).

Think about the following:

- 1) What is the relationship between language use and social context (i.e. intended meaning)?
- 2) What classroom activities could be introduced to organize classes from the vantage point of pragmatic competence?

Handout 2

Time: 30 min

UZBEK VIGNETTE

While observing an in-service teacher training class, the director of the Innovation Center under the Uzbekistan State World University, witnessed how a male teacher trainer was talking to a female teacher about an inappropriate behavior. The female was talking on the phone during the class. She believed she remained unnoticed. However, the male trainer saw the teacher and then started communicating with her in the following way:

Trainer: Hello

Teacher: Sorry

Trainer: How are you?

Teacher: Excuse me!

Trainer: I think, you published a book last year on the topic that we are talking today, didn't you?

Teacher: I am sorry, because my child is ill and thus I am worrying, and thus I am trying to know about how he is now.

Questions:

Think about the problem indicated in the vignette. Why did the teacher not answer any of the trainer's questions during their communication? Was the trainer satisfied by the teacher's justification about her talking on the phone during the class session?

HOMEWORK TASK THREE

Time : 10 min

Please refer to the lesson you chose for Homework Task One. In a one-page report or less, please do the following: First, explain briefly how you understand pragmatic competence (i.e., what does pragmatic competence mean to you); Second, explain how the lesson you chose for Homework Task One (A) can be organized so that pragmatic competence is the focus.

Seminar 3: Pragmatic competence

Activities

Activity A.

Brainstorm the ideas why do we need to understand other people's feelings while communicating.



Activity B.

Discuss the opinion in the picture.



Activity C

Talk about making conversation, asking questions and replying an appropriate answer coming from the situation.

Starting a Conversation



1. Introduce yourself if you don't know the person.


"My name is _____"
 "What's yours? It's nice to meet you!"
2. Ask a question.

?
3. Follow up with more questions.

Who? What? When? Where? Why? How?
4. Each person will learn one thing about the other person.



CONVERSATIONAL MOVES

REALLY LISTEN.

(Don't just sit and think about what youll say next.)

I think Opal is a fraud it's her fault her mama left.

Hmm. I hadn't thought of that.



GIVE OTHERS A CHANCE TO TALK.



THINK. THEN ADD YOUR THOUGHTS.

I'd like to add to what Maria just said...



DISAGREE IN A POLITE WAY.

That's one way to look at it, but I think Opal is just curious about her mom.



QUESTION.

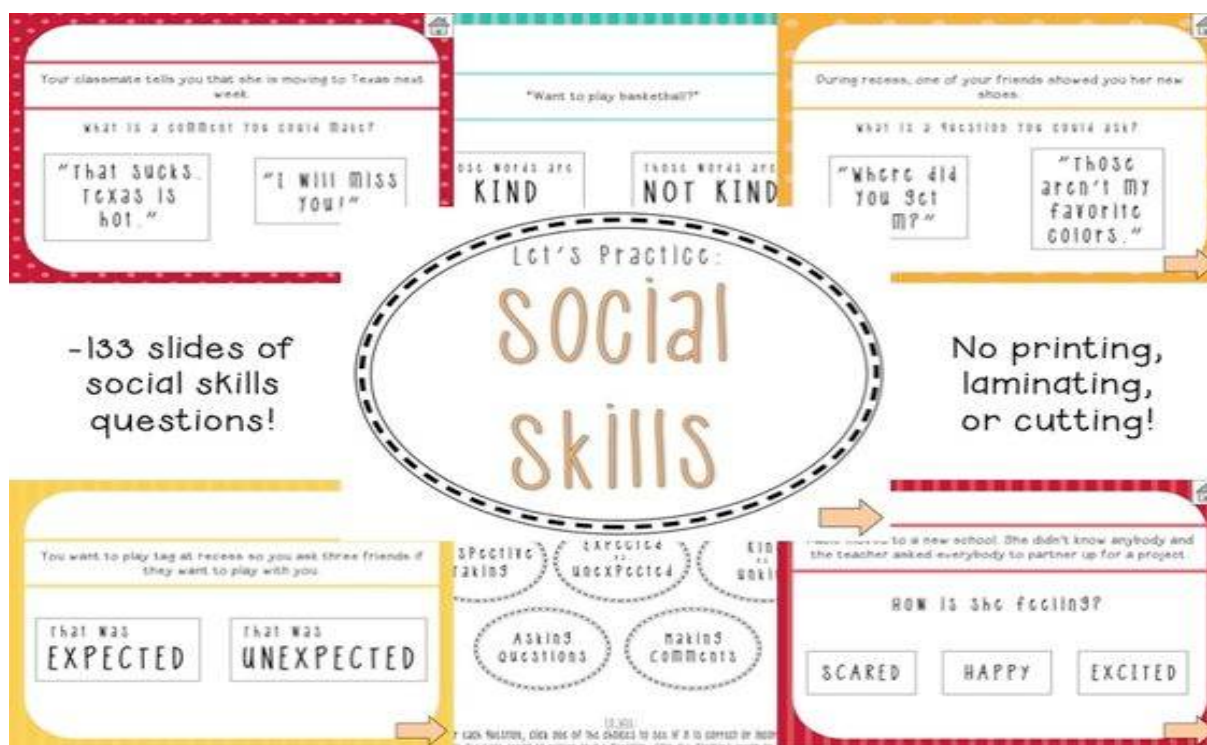
I'm not sure I understand. Could you say more about that?



Activity D. Learn the followings.

Essential Social Skills

- ☐ Following Directions
- ☐ Asking for help
- ☐ Listening
- ☐ Apologizing
- ☐ Staying on task
- ☐ Waiting your turn
- ☐ Minding your own business
- ☐ Asking for what you want/need
- ☐ Answering questions
- ☐ Asking questions for which you need the answers
- ☐ Accepting "no" for an answer
- ☐ Working with others
- ☐ Asking permission
- ☐ Disagreeing appropriately
- ☐ Giving constructive criticism
- ☐ Asking for help
- ☐ Resisting peer pressure
- ☐ Completing an undesirable task
- ☐ Getting attention appropriately
- ☐ Accepting criticism/consequences



Activity E.

Group discussion. Form 3 groups and discuss the following problems. Share your ideas with other groups

Group 1	Discuss the role of pragmatic factors in the process of communication
Group 2	How can the communicative postulates be applied to communication
Group 3	Discuss about the Cooperative principle

Session 1.4 Sociolinguistic competence

Learning outcomes:

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

- A) understand how culture (shared experiences and practices within a certain language community) affects the way people interpret words/sentences/utterances; and,
- B) explore how such variables as socio-economic class, ethnicity, gender, age, historical memory, and ideology could contribute to the construction of meanings of utterances we use in our life.

Materials: Handouts

NB: Handout 1

Procedure

1. Lead-in: Introduction and overview

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

Time: 10 min

Materials: handout
Interaction: plenary

Handout 1

Time: 40 min

1. Activity (Handout 1)

UZBEK VIGNETTE

One day a head of the English Language department attended a class conducted by one of the best CLT teachers at the Uzbekistan State University of World Languages. The head was particularly interested in the types of CLT activities that this teacher (she) employs to teach sociolinguistic competence. The teacher's class was exceptionally interesting on that day: at the beginning of the class, the teacher asked the class to write on a sheet of paper how they interpret/understand the concept of love. The students (Ss) wrote the following: Love is...

S1 (she): "...passionate feeling toward someone who steals your peace days and nights";

S2 (she): "...addiction. Sacrifice your life for the sake the sake of others";

S3 (she): "...quicksilver";

S4 (she): "...understanding each other all your life";

S5 (he): "...emotion which comes of knowledge and understanding, as knowledge changeable, feeling changeable as well";

S6 (she): "...mutual understanding, respect, sympathy";

S7 (he): "...the attitude towards somebody who feels appealing";

S8 (she): "...abstract feeling. We have many kinds of love: to motherland, to children, to a family".

After this, the teacher asked the class to look in the dictionary and find out the meanings of "love". The class found the following dictionary meanings of love: (i) "a strong feeling of deep affection for sb/sth, especially a member of your family or a friend"; (ii) "a strong feeling of affection for sb that you are sexually attracted to"; (iii) "the strong feeling of enjoyment that sth gives you"; (iv) "a person, a thing or an activity that you like very much" (Oxford Advanced Learner's Dictionary, 9th edition, 2015). The head was surprised why these differences between the dictionary meanings and the students' interpretations happened.

Questions:

Time to answer: 20 min

1. Think about the situation above. Why was there a difference between the dictionary meaning of love and the students' interpretation of love?
2. What social factors facilitated the emergence of these differences? What do you think was the next activity the teacher did with the class to proceed further?

HOMEWORK TASK FOUR

Time: 10 min

Please refer to the lesson you chose for Homework Task One. In a one-page report or less, please do the following: First, explain briefly how you understand sociolinguistic competence (i.e., what does sociolinguistic competence mean to you); Second, explain how the lesson you chose for Homework Task One can be organized so that sociolinguistic competence is the focus.

EXTRA ACTIVITY ON SOCIOLINGUISTIC COMPETENCE

Please read the following text and then do the activity below:

It is generally accepted nowadays that English does not belong to any of the countries where it is the official native tongue; quite the contrary, it is firmly consolidated as the global *lingua franca* for both social and occupational communication. Because a working knowledge of English is required in so many fields and professions, according to the British Council

(<http://www.britishcouncil.org/learning-faq-the-english-language.htm>), speakers of English as a foreign language (henceforth, EFL) outnumber those who use it in the 75 countries where it is the first language (approximately 750 million people are believed to speak EFL in the world). It consequently follows that English is above all the vehicular language for communication between non-natives and, as is well known, the influence of a language depends more on the number of people who use it as a second language than on the number of native speakers.

Partly due to this fact, the old clichés of trying to imitate the native English spoken in a certain influential or neighbouring country have given way to a more realistic and non-prescriptive view of the language, where the emphasis is placed on intelligibility and interaction with heterogeneous types of speakers (rather than on native-like accuracy). Furthermore, attention is paid nowadays to different variants of this language throughout the world, depending on the specific interest (typically of a socio-economic and political nature) of communicating with speakers of the corresponding communities. In this context there is a growing intercultural awareness, i.e., sensitivity for the *linguistic* and *extralinguistic* peculiarities of each speaker's community. EFL and particularly ESP (English for Special Purposes) learners now seek to be interculturally competent with a two-fold objective: firstly, to fully perceive and understand the words, feelings, and intents of an interlocutor with a different cultural background and, secondly, to control the impression that such an interlocutor may develop of our own words, feelings and intents.

The extralinguistic features present in communication refer to facial gestures, body movements, the physical proximity between speakers, and other non-verbal variables of significance in a given communicative act, particularly between speakers of different cultures, where misinterpretations can be greater. This "body language" forms an intrinsic part of most messages, sometimes reinforcing their content, but other times diminishing their effects or even openly contradicting them. The idea of teaching this knowledge declaratively and inculcating the corresponding meta-cognitive awareness attempts to moderate the inevitable ethnocentrism which makes us interpret the cultural practices within the professional world which are strange for us, starting from criteria of our own culture, in order to minimise the presence of

potential ambiguity and antagonism.

When contrasting the stereotypical behaviour of people pertaining to different nationalities, many people have a more or less accurate idea of what this would be in private, social and working environments, that is, in contexts characterized by different levels of formality. These extralinguistic features have sometimes being disregarded and mistrusted for the overgeneralization they imply, and indeed, there is large scope for individual variation within the same

Session 1.5 Strategic competence

Learning outcomes:

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

A) understand that effective communication does not solely depend only on being linguistic, sociolinguistic and pragmatically competent, but also on a persons' ability to effectively use his/her strategic competence during discourse; and,

B) explore different communication strategies which you can use and/or teach students.

Materials: Handouts

NB: Handout 1

Procedure

1. Lead-in: Introduction and overview

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

Time: 10 min

Materials: handout

Interaction: plenary

1. Activity (Handout 1)

Time: 30 min

UZBEK VIGNETTE

One day a student who was majoring in English came to his language teacher at the university and explained a strange situation that had happened to him while he was talking to a foreigner who was visiting Uzbekistan from the United States. The foreigner did not speak Uzbek or Russian but only English and he was interested in Uzbekistan's national food. The student explained that he could not accurately and fluently talk about the famous Uzbek national food *plov* (i.e., what ingredients it contains and how to cook it). The student said that he felt shameful because he did not represent his country well. The student said he lacked vocabulary; he also said he was accompanied by fear that grammatically incorrect sentences were considered unacceptable (as he was taught). He felt embarrassed. After listening to the student, the teacher thought for a while and was not sure about how to support the student in this situation.

Questions for discussing in class

Time to discuss: 30 min

Think about the situation above. What kind of communication strategies would you tell he student he could have done to communicate with the foreigner?

HOMEWORK TASK FIVE

Time: 10 min

Please refer to the lesson you chose for Homework Task One. In a one-page report or less, please do the following: First, explain briefly how you understand strategic competence (i.e., what does

Activities

for strategic competence

1. Imagine you do not know the names of the following devices, instruments and objects. You call your friend to explain that you have bought the following devices, instruments and objects. Use your strategic competence to explain the followings without actually naming them. Make sure that your friend understands what you have bought and for what purposes.



V. KEYSLAR TOPLAMI

- **Define the links between Text Linguistics and other linguistic disciplines. Give specific reasons and provide examples of their relationship.**
- **Choose the most appropriate definitions to the text. Give specific reasons for your choice.**
- **Find your own examples and provide examples of analysis of different types of cohesion and coherence**
- **Define the structure of the following types of texts: a) story, b) novel, c) poem, d) fable, e) advertisement, f) business letter, g) complaint letter**
- **Analyze the following fragment of the text. Identify its type, stylistic devices used, words with emotive meaning. Comment on the peculiarities of text heterogeneity.**

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived and so dedicated in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this

But, in a larger sense, we cannot dedicate – we cannot consecrate – we cannot allow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that the government of the people, by the people, for the people, shall not perish from the earth (A. Lincoln, The Gettysburg Address).

➤ **Write a summary formulating your own scientific views on the following problems:**

1. Comment on the problems of functional styles and genres.
2. The main criteria for text typology
3. The role of text forms (narration, description, reasoning, dialogue, etc) in the semantic structure of the text.
4. The difference between the oral and the written types of texts?
5. Text heterogeneity and its reasons

Analyze the following fragments of the text and reveal the functions of intertextual markers, their types and cognitive significance

Madame Chalon, at forty, fitted no category of murderers; she was neither

Cleopatra nor beldame. A Minerva of a woman, he told himself instantly, whose large, liquid eyes were but a shade lighter than the cobalt blue of the Mediterranean twinkling outside the tall windows of the salon where they sat(Donnel, Recipe for Murder)

The front door of the cottage opened, and Eileen Evans stood there. There were still vague traces of beauty left, like clues to what once was, but bitterness had overlaid the past with a harsh brush. It was a Dorian Gray situation (Her beauty had gone into Dana) (Sheldon, The Sky is Falling).

➤ **Compare intertextual markers used in the fictional and scientific texts and comment on their peculiar features**

The importance of the discourse level for the study of language and linguistics can hardly be overestimated: "Discourse is what makes us human" (Graesser *et al.*, 1997). It is not surprising, therefore, that the study of text and discourse has become an increasingly important area over the last decades, both in linguistics and psychology (T.Sanders, J. Sanders, Text and Text Analysis)

At the discourse level such a discussion is nowadays absent. In the pioneering years of text linguistics, scholars like van Dijk (1972) and Petofi and Rieser (1973) attempted to describe texts as a string of sentences within the framework of generative grammar (Sanders, Text and Text Analysis)

"Oh, my!" Ma said wearily. "Oh! My dear sweet Lord Jesus asleep in a manger! What we are goin' to do now?" she put her forehead in her hand and rubbed her eyes (Steinbeck, The Grapes of Wrath).

With devilish cunning I encouraged her to talk. Unsuspecting, she laid her heart bare. Upon the cold, conspicuous common, printed page I offered it to the public gaze. A literary Judas, I kissed her and betrayed her. Forpieces of silverI dressed her sweet confidences in the pantalettes and frills of folly and made them dance in the market place (O'Henry, Selected Stories, P.74).

VI. GLOSSARY

An uneasy situation	a breakdown that might happen during the communication because of (a) a speaker comes across the unfamiliar topic, (b) a speaker faces a situation, in which his/her interlocutor fails to understand the speaker.
CEFR	(Common European Framework of Reference) is an international framework within which the language ability of learner is explained and assessed identically (assessment). However, CEFR is not limited to assessment. It is also about teaching and learning. Within CEFR, teaching and learning are based on CLT within which four competences are taught during the class.
Communicative competence	an ability and knowledge of a language user about how, what and where to speak appropriately from the view point of culture, traditions, shared rules and norms. An ability of understanding social meaning and being understood within a social context. It consists of four aspects: linguistic, sociolinguistic, pragmatic/discourse, and strategic competence.
Compensation	a communicative process, in which a speaker uses verbal and non-verbal language to compensate for communication problems that is caused by speaker's insufficient knowledge in linguistic rules.
Cultural metaphors	figurative utterances that represent a nation's culture, ideology and social institutions. As such, figurative utterances carry within themselves the ways of doing things and seeing the world.
Generalization strategy	replacing a specific term with a commonly used word without destroying a general meaning of a message. For example, using this thing instead of screwdriver, for example.
Ideology	a set of beliefs, shared practices and social institutions within a normative context. As such, ideology determines what language (form and semantics) is meaningful and appropriate within a specific time and space.
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”
Linguistic grammatical competence or	the ability to be able to apply grammatical, lexical, syntactical, and stylistic rules to oral and written utterances. Linguistic competence is important since it explains how utterances and sentences are structured – structural conceptualization of language. However, these rules are not enough to accomplish a communicative goal since non-linguistic factors play a role in constructing social meanings.
Mental image (signified)	the meaningful image, which is caused as a result of pronounced sound image in the minds of people.
Pragmatic competence	an ability to interpret and convey meaning in (social) context. The intended meaning is more than what is said. A dialogue can be wrong in terms of form/structure and meanings/semantics, but it can be correct from the viewpoint of pragmatic meaning. Once interlocutors understand each other’s intended meanings, even with grammatically incorrect sentences, the communication is still successful.
Pragmatic/discourse competence	an ability to interpret and convey meaning in context. To understand a dynamic meaning depends on time, space, and social context. While communicating people not only exchange meaningful structures and semantics but they transfer intentions. An utterance carries within itself such intentions of a speaker. This intention is tied to time, space, and social context. To be able to interpret these intentions in communications is to possess a pragmatic/discourse competence.
Reduction strategy	reducing and/or adapting what we know to our goal. Example: if we do not know the vocabulary on routes/travels/tickets, buying a ticket from an automatic vending machine, on which the pictorial explanation is accompanied to customers. By this, we avoid the risk of not being understood by a native speaker.
Repair strategies	the ways through which one is able to overcome an uneasy situation. They are reduction strategy, generalization strategy, paraphrases.
Sociolinguistic competence	being aware of how culture(s) and the variables such as gender, age, social status, shared norms and rules, and ideologies affect the way we describe and/or interpret objects and processes. As such, different cultures interpret the same objects and processes differently. Each culture and the variables carry within themselves shared practices, experiences, rules and norms, shortly

	called <i>shared knowledge</i> . Shared knowledge is prior knowledge that has been constructed during previous experiences among interlocutors. Such knowledge is key in securing common interpretations of objects and processes. Even though people talk the same language and use grammatically correct sentences (form/semantics), they may not understand each other because of knowledge that is not shared.
Sound image (signifier)	pronounced letters in a sequential order, which is supposed to cause a mental image.
Strategic competence	having deficiencies in knowledge (linguistic, pragmatic, and sociolinguistic competences), being aware of how one is able to compensate such deficiencies to communicate effectively. while lacking knowledge in linguistic, sociolinguistic, and pragmatic competences, strategic competence is being able to overcome such a shortage of knowledge by delivering a message from one language into another one with the help of means other than those in linguistic, sociolinguistic, and pragmatic competencies. To be able to deliver the meaning of these unknown words without using these words themselves implies the possession of strategic competence.
Structured linguistics	linguistic competence is built upon structural linguistics of Swiss linguist Ferdinand de Saussure. According to structural linguistics, a meaningful sign is composed of two elements: sound image and mental image.
The cooperative principle	an equal amount of effort (i.e. true, sincere and appropriate information) that is invested by both a speaker and hearer to construct meaning while communicating
The extended paraphrases	saying its functions rather than mention exactly its name. For example, while talking people can come across special terms that they do not know in foreign language, in which one can use extended paraphrases such as “how one can say this devise in your language, with which you can combine two metals together so that they cannot be separated and transmit electricity” (i.e. the function of a devise is targeted).
The maxim of manner	The maxim of manner coherent (sequence, structure), well ordered and – organized utterance, absence of ambiguity. A speaker should be able to realize that his utterance is transmitted to a hearer, to an audience clearly. For example, there are lots of cases among

	scholars in Uzbekistan, in which the maxim of manner is broken while using PP presentations. Scholars use long sentences, texts from legal documents in their PP presentations, which are not readable by an audience because of poorly ordered organization of the language of PP presentations.
The maxim of quality	truth, intersubjectively accepted truth within a society. Both speaker's and hearer's beliefs on truthfulness of what is spoken and what is heard. Usually, when people talk to each other, they rely on common, shared memories, practices and experiences. These shared practices and experiences contain within themselves a certain type of truth, which is known to both interlocutors. Besides, if a person poses a statement without enough evidence to prove that statement, which is easily recognizable to the other party in the communication, a conversation may fail since one of the parties is not telling the truth. Analyze the following dialogue and try to guess at what stage the conversation is broken because the maxim of quality is not kept.
The maxim of quantity	evaluation by the speaker hearer's need in new information (much/less speaking may lead to unsuccessful communication). In the given example, the woman did not provide enough information to the man. She just said <i>no</i> , which is misinterpreted by the man, who thought that <i>no</i> refers to <i>this dog does not bite</i> . This break of the maxim led to the failure of the communication, the result of which is an unintended action, i.e. the dog bit the man.
The maxim of relevance	connected with the topic, timely given information. While talking to each other, people are required to pose utterances that are connected with the discussed topic. To be irrelevant in saying words and sentences that are off the topic may lead to the situation, in which a hearer stops accepting speaker's information.

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