

**BUXORO DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG  
KADRLARNI QAYTA TAYYORLASH VA ULARNING  
MALAKASINI OSHIRISH MINTAQAVIY MARKAZI**

**TIL VA TA'LIMGA INTEGRATIV  
YONDASHUV: POST-METOD DAVRI**

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**O`ZBEKISTON RESPUBLIKASI OLIY VA O`RTA  
MAXSUS TA'LIM VAZIRLIGI**

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**“TIL VA TA'LIMG A INTEAGRATIV YONDASHUV:  
POST-METOD DAVRI”**

**MODULI BO‘YICHA**

**O‘QUV-USLUBIY MAJMU A**

**Filologiya va tillarni o‘qitish: ingliz tili**

Modulning o`quv-uslubiy majmuasi Oliy va o`rta maxsus ta'lim vazirligining 2020 yil 7 dekabrda 648-sonli buyrug`i bilan tasdiqlangan o`quv dasturi va o`quv rejasiga muvofiq ishlab chiqilgan.

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## I. ISHCHI DASTUR

### Kirish

“Til va ta'limga integrativ yondashuv: Post-metod davri” moduli «integrativ yondashuv» tushunchalarining mazmun-mohiyatini o`rganish, til o`qitishda kommunikativ yondashuv, kommunikativ kompetensiyalarni o`rgatishda diskursiv va integrativ yondashuv, darsni rejalashtirishda milliy standart, mustaqil ta'limda o`quv jarayonini rejalashtirish, baholash, fidbek mexanizmlarini amalga oshirish o`quv materialini baholash mezonlarini aniqlash, dars materialini tanlashda va yaratishda asosiy strategiyalar: moslik, samaralilik, murakkablik darajasi, mazmun-mundariyasi, dars maqsadiga mosligi, tayyor resurslarni dars maqsadiga moslashtirish, masofaviy va an'anaviy darslarni integratsiya qilish masalalarini qamrab oladi.

### Modulning maqsadi va vazifalari

“Til va ta'limga integrativ yondashuv: Post-metod davri” modulining **maqsadi:** chet tillarini o`qitishda zamonaviy metodlardan qanday unumli foydalanib chet tili darslarini hozirgi talablar asosida qiziqarli qilib o`tish haqida tushuncha berish, kurs davomida chet tili o`qitish metodikasi nazariy masalalari, chet tili o`qitish mazmuni, maqsadlari, nutq faoliyati turlari, chet tili darslarini tashkillashtirish, shu bilan birga, talabalarga chet tilidan dars o`tish yuzasidan ko`nikma va malakalarini rivojlantirishdan iborat.

“Til va ta'limga integrativ yondashuv: Post-metod davri” modulining **vazifalari:**

- “Filologiya va tillarni o`qitish: ingliz tili” yo`nalishida pedagog kadrlarning kasbiy bilim, ko`nikma, malakalarini takomillashtirish va rivojlantirish;

- masofaviy va an'anaviy darslarni integratsiya qilish, veb-texnologiyalarda o`qish va yozish tajribasini rivojlantirish;

- mutaxassislik fanlarini o`qitish jarayoniga zamonaviy axborot-kommunikatsiya texnologiyalari va xorijiy tillarni samarali tatbiq etilishini ta'minlash;

- “Filologiya va tillarni o`qitish: ingliz tili” yo`nalishida qayta tayyorlash va malaka oshirish jarayonlarini fan va ishlab chiqarishdagi innovatsiyalar bilan o`zaro integratsiyasini ta'minlash.

### Modul bo'yicha tinglovchilarning bilimi, ko`nikmasi, malakasi va kompetensiyalariga qo`yiladigan talablar

“Til va ta'limga integrativ yondashuv: Post-metod davri” modulini o`zlashtirish jarayonida amalga oshiriladigan masalalar doirasida tinglovchilar:

- chet tilini o`qitishning nazariy va kommunikativ yondashuv asoslarini;
- o`quv materiallarining qiyinchilik darajasini aniqlash va tahlil qilishni;
- kommunikativ kompetensiya tamoyillarini;
- kommunikativ va vazifaga asoslangan til o`rgatishda baholash mezonlarini;
- blended (aralash) ta'limning prinsiplari va amaliyotini;
- masofaviy va an'anaviy darslarni integratsiya qilish veb-texnologiyalarda o`qish va yozish tajribasini **bilishi** kerak.
- til o`qitishga oid ilg`or tajribalardan foydalanish;
- o`z ustida ishlab, fanning yangi tadqiqotlarini o`qitish tizimini qo`llash;
- til o`qituvchilari malakasini oshirishda aralash ta'lim, zamonaviy qarash va yondashuvlardan foydalanish;
- pedagogik jarayonda muloqot uslublarini to`g`ri qo`llay olish **ko`nikmalariga** ega bo`lishi lozim.
- til va nutq materiallarini tanlash, autentik manbalar bilan ishlash;
- til o`qitish metodikasi bo`yicha o`rgangan ma'lumotlarni amalda qo`llash;
- o`quv jarayonini rejalashtirish, baholash, fidbek mexanizmlarini amalga oshirish;
- tinglovchilarning o`z-o`zini baholashga qaratilgan portfoliosini ishlab chiqish **malakalariga** ega bo`lishi zarur.
- me'yoriy-huquqiy hujjatlar asosida ta'lim va tarbiya jarayonini tashkil etish va boshqarish;
- filologiya va tillarni o`qitish: ingliz tili sohasida kasbiy faoliyat yuritish uchun bilim, ko`nikma, malaka va shaxsiy sifatlarga ega bo`lish;
- dars jarayonida tinglovchilar bilan tez muloqotga kirishish
- til o`rganish va o`qitishda masofaviy ta'lim va platformalarda tinglovchilarni baholash;
- chet tili ta'limida baholashga oid qarorlar qabul qilish **kompetensiyalariga** ega bo`lishi zarur.

### **Modulning o`quv rejadagi boshqa modullar bilan bog`liqligi va uzviyligi**

Modul mazmuni o`quv rejadagi "**Kommunikativ tilshunoslik va til kompetensiyalari**" o`quv moduli bilan uzviy bog`langan holda pedagoglarning tilshunoslik va til o`qitish malakasini orttirishga xizmat qiladi.

### **Modulning oliy ta'limdagi o`rni**

Modulni o`zlashtirish orqali tinglovchilar zamonaviy metodlardan mos ravishda amalda qo`llash malakasi va kasbiy salohiyatlarini rivojlantiradilar.

**Modul bo'yicha soatlar taqsimoti:**

№	Modul mavzulari	Tinglovchining o'quv yuklamasi, soat			
		Hammasi	Auditoriya o'quv yuklamasi		
			Jami	jumladan	
		Nazariy		Amaliy mashg'ulot	
1.	Principles of Language Teaching. Method of integrative education. Modern methods and principles of foreign language teaching.	2	2	2	
2.	The Post-method Era. A content-based approach. Language teaching methods based on content and language integration.	2	2	2	
3.	Communicative approach to language teaching. Stages of integration.	2	2		2
4.	Task-Based Approach to Language Teaching. Prevention of plagiarism.	2	2		2
5.	Independent Learning or Autonomy. Ability to plan the time during the study process.	2	2		2
6.	National Standards in Lesson Planning.	2	2		2
7.	Approaches to Material Analysis. Determining the criteria for evaluating the study material.	2	2		2
8.	Strategies for Effective Material Designing. Effective ways to create course material.	2	2		2
	<b>Jami:</b>	<b>16</b>	<b>16</b>	<b>4</b>	<b>12</b>

## **NAZARIY MASHG'ULOTLAR MAZMUNI**

### **TOPIC 1. Principles of Language Teaching**

1. Method of integrative education. Modern methods and principles of foreign language teaching.
2. Method of integrative education.
3. Current issues of organizing the continuous study of foreign languages at all levels of the education system in Uzbekistan.

### **TOPIC 2. The Post-method Era**

1. The essence of the method and approach. The Post-Era method.
2. Language teaching methods based on content and language integration.
3. The purpose of these techniques is their functions and their role in the process of language learning and teaching.

## **AMALIY MASHG'ULOTLARINING MAZMUNI**

### **TOPIC 3. Communicative approach to language teaching. Stages of integration.**

1. The communicative approach and its role in language learning.
2. The role of the integrative approach in teaching communicative competencies. Stages of integration.
3. The communicative approach differs from other methods.

### **TOPIC 4. Task-Based Approach to Language Teaching**

1. A general understanding of the task-based approach.
2. Completion of assignments and tasks on time and with quality.
3. Working on projects and identifying its goals. Tasks and form of the project.



4. Develop your own project.

**TOPIC 5. Independent Learning or Autonomy. Ability to plan the time during the study process.**

1. Ability to plan the time during the study process.
2. Develop the ability to work with authentic materials.
3. Self-assessment, improvement of knowledge.
4. Coping with stress, motivation, completing tasks on time.
5. SMART goals. Effective use of libraries. Improving memory.

**TOPIC 6. National Standards in Lesson Planning**

1. Lesson planning and lesson plan content (a sequence of lessons, goals, objectives, and expected outcomes).
2. Choosing a lesson structure for lesson planning.
3. Tasks for different stages of the lesson.

**TOPIC 7. Approaches to Material Analysis. Determining the criteria for evaluating the study material.**

1. Determining the criteria for evaluating the study material.
2. Conformity, efficiency, level of complexity, content, suitability for the purpose of the lesson.
3. The qualification requirements of the subject in the choice of course material.

**TOPIC 8. Strategies for Effective Material Designing. Effective ways to create course material**

1. Effective ways to create course material. The purpose and role in the process of language learning and teaching.
2. The language of the study material (age, gender, level of education, culture,

nationality are taken into account when creating educational material).

3. Adaptation of ready resources to the purpose of the lesson.

## **II. MODULNI O'QITISHDA FOYDALANILADIGA INTERFAOL TA'LIM METODLARI**

### **ASSESSMENT**

The measurement of the ability of a person, the quality or success of a teaching course. Assessment may be by test, interview, questionnaire, observation and so on.

### **BAHOLASH metodi**

Shaxsning qobiliyatini, o'qitish kursining sifati yoki muvaffaqiyatini o'lchash va baxolash demakdir. Shuningdek, baxolash test, suhbat o'tkazish, savol javob, kuzatish va xokazolar orqali amalga oshirish mumkin.

### **AUTHENTIC TASK**

An authentic task is a task that native speakers of a language would do in everyday life. When learners do an authentic task they are doing something that puts real communicative demands on them. A task which replicates or resembles a real-life task, e.g. scanning an article for particular information; this may be contrasted with a task which is specifically designed for, and only relevant in, the classroom.

### **AUTENTIK VAZIFA**

Mahalliy tilda so'zlashuvchi kishi kundalik hayotida bajaradigan doimiy vazifalar bo'lib, til o'rganuvchi ana shunday vaziyatlardan haqiqiy so'zlashuvda foydalansa, samaraliroq bo'ladi. Dars jarayonida tilni o'rganishda real hayotda uchraydigan voqea-hodisalar ifoda etilgan matnlarni qo'llash foydalidir. Autentik materiallar darsliklarda berilmaydi.

### **BRAINSTORMING**

(in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for another activity.

### **AQLIY Hujum uslubi**

Bevosita jamoa bo'lib "fikrlar hujumi"ni olib borish demakdir. Bu uslubdan maqsad, mumkin qadar katta miqdordagi g'oyalarni yig'ish, talabalarni ayni bir xil

fikrlashdan holi qilish, ijodiy vazifalarni yechish jarayonida dastlab paydo bo'lgan fikrlarni yengishdir.

### **CASE STUDY**

It is about a person, group, or situation that has been studied over time. The case study method often involves simply observing what happens to, or reconstructing 'the case history' of a single participant or group of individuals (such as a school class or a specific social group)

#### **“KEYS-STADI”uslubu**

Bu uslub aniq vaziyat, hodisaga asoslangan o'qitish uslubi hisoblanadi. Shuningdek, vaziyat bilan tanishish, axborotlarni umumlashtirish, axborot tahlili va har bir yechimning afzal va zaif jihatlarini belgilash demakdir.

### **CLUSTER**

Is the task of grouping a set of objects in such a way that objects in the same group (called a **cluster**) are more similar (in some sense or another) to each other than to those in other groups (clusters).

#### **TARMOQLAR uslubu**

Fikrlarning tarmoqlanishi-pedagogik strategiya bo'lib, u talabalarning biron-bir mavzuni chuqur o'rganishiga yordam berib, ularni mavzuga taaluqli tushuncha yoki aniq fikrlarni erkin va ochiq uzviy bog'lagan ketma-ketlikda tarmoqlashni o'rgatadi.

### **DISCUSSION METHOD**

It demands that students come to class well prepared. Compelling them to think out their arguments in advance and to answer their peers' questions and counter arguments, it sharpens their powers of reason, analysis and articulation. It thus provides them with fundamental skills necessary for success in any discipline or profession.

#### **BAHS-MUNOZARA**

Usulida guruh a'zolari biror muammoni yechish maqsadida o'z g'oyalarini og'zaki taklif etadilar. Usuldan samarali foydalanish uchun ishtirokchilar muhokama predmetiga oid yetarli bilim va tajribaga ega bo'lishlari lozim. Bu usul kattalar

ta'limida ko'proq samara beradi.

### **ICE-BREAKER**

An activity to make learners feel less nervous or inhibited when they first meet.

#### **“MUZYORAR”metodi**

Qizdiruvchi, faoliyatga jalb qiluvchi mashq. Talabalarning o'zaro tanishishi va ishchi muhit yaratish maqsadida qo'llaniladi. Bu metodxonadagi ruhiy taranglikni yengish, guruhning shakllanish jarayonini tezlatish, muloqot va axborot almashinuvini yo'lga qo'yish, shuningdek, samimiylik va hamkorlik muhitini yaratishga yordam beradi.

### **INFORMATION GAP ACTIVITY**

an activity in which a pair or two groups of students hold different information, or where one partner knows something that the other doesn't. This gives a real purpose to a communication activity. An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

### **AXBOROT ALMASHISH METODI**

Bu uslub shundayki, talabalar juft yoki ikki guruh bo'lib turli xil axborotga ega bo'lishadi, yoxud biri bilgan axborotni ikkinchi talaba bilmaydi. Bu esa suhbatlashish uchun haqiqiy maqsad paydo qiladi. Bu uslub asosan chet tilida gapirish, muloqotga kirish uchun yordam beradi. Shuningdek, rasmlardan ham foydalanish mumkin.

### **INTERACTION PATTERN**

Mode of work (individual work, pair work, group work) used in learning or teaching.

### **INTERFAOLLIK**

O'zaro harakat qilmoq ma'nosini beradi. O'zaro harakat turlari: O'qituvchi-talaba; talaba-talaba; o'qituvchi-talabalar; talabalar-talabalar; talabalar-o'qituvchi.

### **JIG-SAW ACTIVITY**

A type of co-operative activity in which each member of a group has a piece of information needed to complete a group task. Often used in reading work when

each learner or group of learners reads and understands a part of a text, then takes part in pooling information to establish the meaning or message of the whole text.

### **“ARRA” METODI**

Bu usulda asosan guruh bo'lib ishlanadi. Har bir guruh a'zosining qo'lga matnning bir bo'lagi beriladi, so'ngra mazmunini o'qib bilib olgandan so'ng, barcha qatnashchilar tomonidan butun matn tuziladi. Bunday metod o'qitishni o'rganishda qo'llaniladi.

### **MULTIPLE-CHOICE**

In testing or teaching: a device in which the learner is presented with a question along with four or five possible answers from which one must be selected. Usually the first part of a multiple-choice item will be a question or incomplete sentence. This is known as the stem. The different possible answers are known as alternatives. The alternatives typically include one correct answer and several wrong answers or distracters.

### **KO'P TARMOQLI TANLOV TESTLARI**

Bu metod asosan, testda qo'llaniladi. O'rganuvchi uchun tuziladigan testlardagi savolda 4 yoki 5 ta javoblar beriladi. Bitta berilgan savoldagi 4 yoki 5 ta javobning bittasi to'g'ri bo'ladi, qolganlari esa o'xshash javoblar tariqasida beriladi.

### **PRESENTATION**

The way which something is offered, shown or explained others. A formal monologue presents ideas, opinions or a business proposal.

### **TAQDIMOT**

Axborot, nazariya yoki tamoyillarni talabalarga yetkazish maqsadida ekspert tomonidan o'tkaziladigan tadbir. U turli (ma'ruza, savol berish, munozara yuritish) shakllarda o'tkazilishi mumkin. Taqdimotning mazmuni uslub sifatida o'qituvchiga ko'proq bog'liq bo'ladi.

### **WARM-UP ACTIVITY**

An activity used to orient learners to a new topic or area of focus in a lesson.

### **“CHIGILNI YOZISH”**

Darsga berilgan yangi mavzuni yoritish va talabalarni mavzuga jalb qilish maqsadida qo'llanadigan uslublardan biridir.

### **TRUE-FALSE ACTIVITY**

It is a strategy of teaching students, where a teacher allows students to compare two different historical perspectives to the same question. It allows students to see differing opinions to the same problem and go about doing history. It is designed to add inquiry into the teaching of history.

### **“TO`G`RI-NOTO`G`RI”**

Talabalarni o`qitishda qo'llaniladigan shunday yondashuvki, unda o` talabaga berilgan bitta savolni ikkita turli xil tomonini taqqoslashiga imkon yaratadi. Shuningdek, bu metod talabalarga bir xil muammoga turli xil berilgan fikrlarni ko`rib chiqish va tanlashga huquq beradi. O`qitish usulini yana takomillashtirish va mavzuni yoritishga yordam beradi.

### **GAP FILL ACTIVITY**

A gap-fill is a practice exercise in which learners have to replace words missing from a text. These words are chosen and removed in order to practise a specific language point. Gap-fill exercises contrast with cloze texts, where words are removed at regular intervals, e.g. every five words.

### **NUQTALAR O`RNIGA QO`YISH**

Bu usul asosan, talabalarni matn bilan ishlash jarayonida gaplarda berilgan nuqtalar o`rniga kerakli so`zlarni qo`yish uchun ishlatiladi. Bu esa til o`rganuvchi uchun tushirib qoldirilgan so`zlarni mukammal o`rganishlari uchun foydali. Bunday mashqlar ko`pincha yopiq matnlarda beriladi.

### III. NAZARIY MATERIALLAR

#### LECTURE 1. Principles of Language Teaching

##### Plan:

1. Method of integrative education. Modern methods and principles of foreign language teaching.
2. Method of integrative education.
3. Current issues of organizing the continuous study of foreign languages at all levels of the education system in Uzbekistan.

##### Key words and expressions:

integration, communicative approach, teaching-learning cycle, authentic environment, communicative competence, second language acquisition.

1. The aim of teaching English is to teach students how to use English for communicative needs. One of the main methodological principles is the **Principle of Communicative Competence**. It means that students should be involved in oral and written communication throughout the whole course of learning English. Communicative goals are best achieved by giving great attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and not just parallel structures. Some classroom implications of this principle are evident. Teachers try to keep every technique that they do as authentic as possible. Use language that students will actually encounter in the real world. Remember that someday your students will no longer be in your classroom. Make sure you are preparing them to be independent learners and manipulators or users of English “out there”. In the **Principle of an Integrated Approach** students do not assimilate sounds, grammar units, lexical items as discrete components of the language, but they acquire them in sentence-patterns, and pattern-dialogues related to certain situations. Students should use their skills as interdependent parts of their language experience. With the **Principle of Conscious Approach** students understand both the form and the content of the material they are to learn. Students



are also aware of how they should treat the material while performing various exercises. Such an approach to language learning usually contrasts with “mechanical” learning through repetitive drill. The **Principle of Activity** implies that mastering English is only possible if the student is an active participant in the process of learning. From psychology we know that activity arises under certain conditions. First of all, the learner should feel a need to learn the subject (in our case is a foreign language). The main sources of activity are motivation, desire and interest. The **Principle of Visualization** — Visualization may be defined as a specially organized demonstration of linguistic material of the target language. Since pupils learn a foreign language in artificial conditions and not in real life, as in the case when children acquire their mother tongue, visualization should be extensively used in foreign language teaching. Visualization implies an extensive use of audio-visual aids and audio-visual materials throughout the whole course of foreign language teaching. The **Principle of Systematic Teaching** means that every work that is not done purely mechanically requires systematic approach to work implementation. The teaching of English must be systematic and very carefully planned. This means that the whole course and each lesson must be conducted according to a well-thought program or outline of the lesson. The **Principle of Accessibility** implies the subject-matter of the instruction must correspond to the age and mental abilities of the learners; be neither too difficult not too easy for them (the material should be slightly above student’s level); and be neither too much nor too little. Now we will take a look at a set of principles which is called “cognitive” because the principles relate mainly to mental and intellectual functions. Evidence of the success with which children learn foreign languages is difficult to dispute, especially when children are living in the country where this language is spoken. We attribute children’s success to their tendency to acquire language subconsciously, which is without analyzing the forms of language. They learn the language without thinking about it. This childlike processing is sometimes called automatic processing. So, in order to manage the incredible complexity of language, learners must move away from processing language unit

by unit and piece by piece, to an automatic processing in which language forms must be on the periphery of attention. Overanalyzing language by thinking too much about its forms and rules hinder the graduation to automaticity. What does this principle say to you as a teacher? Here are some possibilities:

- Make sure that a large proportion of your lessons are focused on the use of language for purposes that are as genuine as a classroom context might permit.
- Automaticity isn't gained overnight. Teachers need to exercise patience with students as teachers slowly help them to achieve fluency. Meaningful learning will lead towards better long-term retention than rote learning. In the past, rote learning occupied much time of the class hour. Students were drilled and drilled in an attempt to learn language forms. Now we know that drilling easily lends itself to rote learning. **Teachers should avoid the following pitfalls of rote learning: too much grammar explanation; too many abstract principles and theories; too much drilling and memorization; activities whose purposes are not clear; activities that do not contribute to accomplishing the goals of the lesson; techniques that are very mechanical or tricky.**

According to the **Anticipation of Reward** principle, human beings are universally driven to act or behave by the anticipation of some sort of reward that will ensue because of the behavior. Really, there is virtually nothing that we do that is not inspired and driven by a sense of purpose or goal. The anticipation of reward is the most powerful factor in directing one's behavior. Some classroom implications of this principle for teachers are as follows:

- Provide verbal praise and encouragement to students as a form of short-term reward.
- Encourage students to reward each other with compliments and supportive action.
- Display enthusiasm and excitement by yourself in the classroom because if you are dull, lifeless, bored and have low energy, you can be almost sure that your pupils will be the same.
- Try to get students to see the long-term reward in learning English by pointing

out the prestige in being able to speak English.

The **Intrinsic Motivation Principle** simply stated, this principle is that the most powerful rewards are those that are intrinsically motivated within the learner. Teachers can perform a great service to learners and to the learning process by considering what the intrinsic motives of their students are and by carefully designing classroom tasks. The students will perform the task because it is interesting, useful, or challenging, and not because they anticipate some rewards from the teacher. Strategic Investment In the past the language teaching profession largely concerned itself with the “delivery” of language to the student. Teaching methods, textbooks, or grammar rules were considered as the primary factors in successful teaching. Nowadays, teachers are focusing more intently on the role of the learner in the process. The “methods” that the learner uses are as important as the teacher’s methods — or more so. Thus, this principle is — the successful mastery of the foreign language will be due to a learner’s own personal “investment” of time, effort, and attention to the language. Some classroom applications of this principle indicate teachers must give ample verbal and non-verbal assurances to students, sequence techniques from easier to more difficult, and sustain self-confidence where it already exists and build it where it does not.

**2.Integrative learning** is an **approach** where the learner brings together prior knowledge and experiences to support new knowledge and experiences. By doing this, learners draw on their skills Conceptual Framework of the Integrative Approach The integrative approach is intended to provide an authentic language environment for learners to develop listening, speaking, reading and writing skills in a meaningful context. One of the functions of language is to fulfill social purposes. In a language classroom, teachers can create an authentic environment for social interaction among learners (Lightbown & Spada, 1993; Long & Porter, 1985). The topics and learning activities must be relevant and interesting to the learners. The learning of grammatical rules is embedded in communicative activities. Contrary to the behaviorist assumption of the learner as a blank slate, the integrative approach builds new learning upon students' prior knowledge. It treats

learners as individual thinkers, capable of performing 3-5 challenging tasks. This approach focuses on learning as a process in which learners will be provided with ample opportunities to understand and practice concepts that are presented to them. Errors are treated as part of the learner's learning process. Teachers provide a low-anxiety environment that allows learners to take risks. Corrections are made through modeling from teachers or peers (Krashen & Terrell, 1983; Pica, 1994). Learning Grammar in a Meaningful Context Research has shown that just teaching grammar in isolation is not an effective way of teaching language (Lightbown, 1992; Long & Porter, 1985). The grammatical syllabus approach Very often students in traditional grammar-approach classrooms Contrary to the study of grammatical rules, verbal or written communication in real situations requires the use of a wide range of language forms. When students are taught only one grammatical rule at a time, they may have difficulties in applying syntax, semantics, and pragmatics interactively (Krashen, 1985; Lightbown, 1992). In turn, they may not feel confident in making the choice to function in their second language. Unlike traditional teaching, which focuses on studying one single grammatical rule at a time, the integrative approach introduces grammatical rules through meaningful learning in which learners are communicating about the focus topic, such as telling a friend about the harmful effects of smoking. This language task exposes students to a variety of 4-6 language functions such as persuasive language discourse, cause-and-effect sentence structure, past tense to indicate research evidence on smoking, and future tense to discuss harmful effects. The rationale is for learners first to be familiar with the topics of their current learning, then be exposed to models of appropriate language use, then to make sense and produce language that is relevant to the context, and finally to learn the rules of language based on what they have produced. Create an Authentic Learning Environment An authentic environment can be a springboard for meaning-based second language learning. The term "authentic" is apply to learning situations that are similar to real life situations. The authentic environment is characterized by the communicative nature of interactions between teacher and student, and between

student and student. These interactions can enable students to make sense of what they are currently learning, based on their prior knowledge. Information is first presented as a whole, and then specific language skills are taught in a meaningful context. An authentic environment engages learners in meaning-making strategies such as cooperative group work, brainstorming, hands-on experiences, problem solving tasks, and display of visual objects (Swain, 1985). In this approach, teachers do not use the students' first language for translation purposes. According to Krashen (1985), when teachers use the primary language for translation, learners most likely will tune out the second language. In a typical composition class in Hong Kong, the teacher writes down the topic on the board, asks students if they understand the topic and then the students are left alone with the writing process. Many students have a difficult time coming up with ideas to fully develop the content of their writing assignments. This could be a result of the limited guidance from teacher and limited previous opportunities for students to practice writing for a variety of purposes. The writing exercises that students are exposed to involve predominantly answering questions from the readings and producing formulaic responses from the workbooks. Most assignments do not require critical thinking skills or thorough understanding of the materials. Learners can copy the exact answers from the text or produce sentences using the sample language formulas. Many students encounter writer's block in composition classes for various reasons. The most prominent ones are a lack of knowledge on the topic being written about, and the lack of specific skills in organizing and presenting information. Many learners have a high anxiety level due to the fear of the red correction marks on the returned paper. Many times, students will alter the content of the sentences because they cannot find the word that has the direct translation. They also feel pressured to complete the essay before the bell rings, even while concerning themselves with grammatical rules, the content, the style, and the words that can express their thoughts. The concern for the grammatical correctness, the time, and the limited vocabulary in the second language reduces the overall quality of the essay. In English classrooms in Hong Kong, building an authentic environment means

shifting the focus from memorization and routine practice to understanding and expressing creative thoughts. When introducing a new story, teachers can lead a discussion on similar experiences that have happened to the students. Vocabulary words can be incorporated through class discussion. Predictions can be made through meaningful discussions which can guide learners to a better understanding of the text. Learners are provided with opportunities to develop oral fluency in their second language through structured interaction among students, and between teachers and students. In addition to the practices that are available in the textbooks or workbooks, teachers can further develop students' verbal and written skills by asking them to re-create a new version based on what students have learned from the literature or their interpretation of the text. Students then have to present their new version to the class. The recreation can take place in many forms such as skit, poem, story, letter, biography, picture with illustrations, etc. The product demonstrates not only that students understand the story, but also that they have the ability to take what they have learned and apply it in a new context. This example illustrates that an authentic learning environment can help second-language learners to develop language skills in a balanced manner.

**3. Roles of Teachers.** Teachers play a crucial role in creating an authentic learning environment that is relevant and interesting to the learners. Contrary to the traditional idea of treating learners as blank slates, the integrative approach suggests that teachers allow students to explore and generate new knowledge during the learning process. This can be accomplished through an interactive learning environment. It is characterized by divergent questioning techniques, authentic problem solving tasks, and learners' verbal and written sharing of thoughts. When learners have successful experiences in expressing themselves, they have not only accomplished the communicative function, but have also gained confidence in using the second language. Another role for teachers is to create a positive learning environment in which learners' errors are accepted as part of the learning process. Teachers can encourage learners to use the second language to

communicate with their peers in class through the use of group work. Instead of overt concern about students' language error, teachers can model the correct language use. Teachers can make an effort to acknowledge students' product by displaying students' work publicly or producing class books. In terms of language use, teachers need to be cautious of using Chinese for translation purposes. Teachers can provide comprehensible input to assist students in comprehending the learning materials. Techniques that would make input comprehensible include visuals (photos, pictures, charts, graphs, demonstration), hands-on activities, frequent comprehension check, activating prior knowledge, body language, cooperative groups, paraphrase, etc. As noted above, Krashen (1985) states that second language learners often tune out the second language when they know the teacher will repeat the same information in the primary language. In this case, it will be more effective to utilize primary language for previewing or reviewing information (Lessow-Hurley, 1990). Teachers can also provide a rich language repertoire by modeling a variety of language uses. Instructional Sequence Activating prior knowledge. Contrary to the behaviorist theory and teacher-centered classrooms, which view teachers and textbooks as the main sources of knowledge, and learners as passive consumers of what is presented to them, the contemporary theory believes that the 8 0 learner's mind possesses meaning-making and pattern-seeking functions (Diaz-Rico & Weed, 1995). This supports instructional approaches that actively engage learners in the learning/thinking process. Focusing on prior knowledge can increase learners' familiarity with the new materials, and eventually enhances their level of understanding. During the learning process, learners should have ample opportunities to talk about the topic, seek meaning through various means such as pictures, manipulatives and props, and produce output. The combination of interactive techniques enables learners to internalize the concept, and practice using the vocabulary before putting their thoughts in writing. The teaching-learning cycle. Hammond, Burns, Joyce, Brosnan, and Gerot (1992) propose an instruction model called the Teaching-Learning Cycle. This model consists of four stages. The first stage is "Building



knowledge of the field." Its objective is to prepare learners for the new learning. It includes sharing prior experiences, developing vocabulary, and practicing grammatical patterns that are relevant to the topic. Learners experience a variety of meaning-making strategies to understand the content of the study. Examples include the use of visuals (i.e. photographs, video, charts, diagrams), hands-on activities (i.e. skit, role play), communicative activities (i.e. sharing, discussing, or arguing about the topic), a wide range of verbal and written genres, and reading strategies (i.e. predicting, skimming, scanning). This is an important stage in building the learners' foundation in learning the materials. The second stage is "Modeling the genre under focus," which is characterized by the teacher's modeling of language structures such as set phrases, vocabulary and 9 11 dialogues. Schematic structures are outlined. Learners can observe the genres that are being used, identify the purposes of the genres, and analyze their schematic structure. The third stage is "Joint construction of the genre." This signifies the transition from oral to written language. Teachers and students co-create a text which provides the opportunities for learners to learn the structure of genres, and then the grammatical patterns. This stage allows the negotiation of meaning between teachers and students or between students. It also has the function of further reinforcing the concept and vocabulary. The fourth and the last stage is "Independent construction of the genre." Learners work on an authentic task to apply what they have learned. They incorporate their knowledge of content, genres, and grammatical patterns into their language product. This is also the stage where the editing process takes places. Teachers can focus lessons on grammatical features such as spelling, punctuation, and tenses

The Teaching-Learning Cycle is an example of an instructional model that allows students to learn rules in a meaningful context. Its educational implication supports the theoretical framework of the integrative approach. Teachers do not have to follow this cycle in a linear fashion. A classroom activity can incorporate the language objectives of two or three different stages. This model allows teaching in a variety of genres such as invitation, persuasion, complaint, narrative, argumentation, book reports, letter,



movie review, skit, recipe, autobiography, inquiry, etc. It also allows the second language learners to develop skills in the area of listening, speaking, reading and writing. The integrative approach presents information from whole to part in a circular manner. Learners have the opportunities to be re-exposed to the same skills throughout the interactive teaching/learning process. The focus is on studying the materials in depth, rather than on wide coverage. All this outlines the theoretical framework of the integrative approach, which stresses the importance of meaning for learning a second language. The focus of instruction is on communicating the content; specific language skills are learned in meaningful contexts. Learners' comprehension is through verbal discussion of the topic, engaging in authentic tasks, activating prior knowledge, and gathering clues from the learning environment. The learning process is characterized by ample verbal and written expression of language. At the beginning stage of language instruction, teachers focus on meaningful context instead of emphasizing grammar and form. Then it proceeds to the teachers' modeling of the text, and the joint effort of teachers and students to create a text. Finally, learners are given the opportunity to apply what they have learned. The teaching-learning cycle illustrates the instructional sequence of the integrative approach.

### **Questions for reflection:**

1. What is the aim of language teaching?
2. Should the course teach conversational proficiency, reading, translation or some other skill?
3. What is the basic nature of language and how does it affect teaching methodology?
4. How is language content selected in foreign language teaching?
5. Which principles of organization, sequencing and presentation of material best ease learning?
6. What is the role of the native language in the learning and teaching process?
7. What processes do learners use in mastering a language and can these be incorporated into the language teaching method?

8. What teaching techniques work best and under which circumstances is this the case?

## **LECTURE 2. The Post-method Era**

### **Plan:**

1. The essence of the method and approach. The Post-Era method.
2. Language teaching methods based on content and language integration.
3. The purpose of these techniques is their functions and their role in the process of language learning and teaching.

### **Key words and expressions:**

Method, approach, principle, strategy, Post-method Era, Situational Language Teaching, Audiolingualism, The Silent Way, Suggestopedia, Total Physical Response.

- **Approach:** the theoretical framework that supports an instructional design
- **Principles:** Guiding statements and beliefs based on the approach
- **Method:** a teaching design based on a particular approach
- **Techniques:** teaching procedures that are employed with a particular method

1. Speaking on the Nature of Approaches and Methods in Language Teaching according to Richards and Rodgers one may state that it is fundamental to distinguish between the notions of method and approach since these two terms might get confused by readers and do not refer to exactly the same thing. First of all, it is important to distinguish between approach and method and to clarify their relationship (Richards & Rodgers 2007: 16). When describing methods it is important to distinguish between a philosophy of language teaching at the level of theory and principles and a package of derived procedures for language teaching (Richards & Rodgers 2007: 19). The American applied linguist Edward Anthony suggested a schema for this in 1963. He introduced Page 18 three levels of

conceptualization and organization, which he labeled approach, method and technique (Anthony 1963: 63-67 quoted in Richards & Rodgers 2007: 19). Following Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are described. Method, on the other hand, is an overall concept for the presentation of teaching material which is based on the underlying approach. Method is therefore the level at which theory is put into practice and at which choices are made about which skills should be taught, the content to be taught and the order of presentation of the content. At the level of techniques the actual classroom procedures are depicted. Techniques must also be consistent with a method and by implication with the respective approach (Anthony 1963: 63-67 quoted in Richards & Rodgers 2007: 19). By looking into the past it can be observed that the Reform Movement was an approach to language teaching and the Direct Method a method that was derived from this approach. Anthony's model is a useful model for distinguishing the relationship between underlying theoretical principles of language teaching and learning and the practices derived from them (Richards & Rodgers 2007: 19). However critique on Anthony's proposal comes from Richards and Rogers (2007: 20) who comment that in Anthony's model the nature of method itself is not discussed explicitly enough. Richards and Rodgers extended Anthony's original model: they discuss Anthony's terms method and approach under their term design. At the level of design objectives, syllabus and content are defined and the roles of teachers, learners and instructional material is discussed as well. At the level of technique in Anthony's model, Richards and Rodgers proposed the according to them more comprehensive term procedure. They sum up the relations between the terms of their model in the sentence: [A] method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in a procedure (Richards & Rodgers 2007: 20). Page 19 In their book *Approaches and Methods in Language Teaching* they adopt this model for describing the different methods and approaches in language teaching. In this research paper, basically the model introduced by Richards and Rodgers

will be used to describe the methods and approaches as well. On the one hand, Richards and Rodgers make the thoughts and the logic behind their model transparent in their book, in contrast to many other authors which often do not even introduce a model for describing methods and approaches to language teaching at all. Further, their model clearly distinguishes between the terms method and approach, which is crucial in describing them.

### **The Post-Method Era.**

As we know, there have been many methods in language teaching introduced by many linguists all over the world in their era. The adoption of methods in language teaching is intended to solve the language teaching problems. “One result of this trend was the era of so-called designer or brand name methods, that is package solutions that can be described and marketed for use everywhere in the world” (Richards and Rodgers, 2001:244). Specifically, Richards and Rodgers (2001:245) state that the examples of language teaching methods are Audiolingualism, Counselling-Learning, Situational Language Teaching, The Silent Way, Suggestopedia, and Total Physical Response. As teachers of English language, do we depend only on a certain method of teaching? Do we really apply certain method in the language teaching purely, without mixing it with any other methods in the same time? Certain methods may work best on certain situations. So, every method seems to be good on certain conditions. It is no use debating on the choice of the best method of language teaching to apply. Such condition is in line with the statement that by early 1990s we didn't need new method. What we needed was to get on with the business of unifying our approach to language teaching and designing effective tasks and techniques that were informed by that approach. This is what is recognized as the post-method era (Brown, 2007:40). In addition, Richards and Rodgers (2001:247) states that methods as the key factor in accounting for success or failure in language teaching were not regarded anymore. Facing such condition, some tended to say about the death of methods and approaches and the term “post-method era” was sometimes used.

1. Discussing about the post-method era, there may be many questions arise among us. However, there are at least three main issues and questions to answer thoroughly. They are: What is meant by the post-method era? ; Why did such era and condition happen to language teaching? ; How is the language teaching in the post-method era?
2. In line with the above questions, the objectives of the discussion is to answer and elaborate what is meant by the post-method era; why the post-method era happened to language teaching; and how the language teaching in the post-method era is.

### **Definition of the Post-Method Era**

“A language teaching method is a single set of procedures which teachers are to follow in the classroom. Methods usually based on a set of beliefs about the nature of language and learning” (Nunan, 2003) in Thornbury (2009:1). At around the same time, Kumaravadivelu (1994) in Thornbury (2009:1) identified what he called the ‘post method condition’, a result of ‘the widespread dissatisfaction with the conventional concept of method’ . Rather than subscribe to single set of procedures, post-method teachers adapt their approach in accordance with a local, contextual factor, while at the same time being guided by a number of ‘macro-strategies’. Two such macro-strategies are ‘maximize learning opportunities’ and ‘promote learner autonomy.’ Post-methodologist have used against methods to show how they inflate the influence of methods to better knock them down. The roots of post-methodology in the larger area of postmodernism, arguing that post-method, rather than being evidence of the maturation of teaching practices, is a further manifestation of the search for method and so is subject to the same criticisms. Post-method, despites its disparagement of innovations called methods, can be seen as an attempt to unify these disparate element in to a more holistic, redefined communicative language teaching (CLT) through a dialectical process of building and deconstructing forces. Brown (2007:40) states “By the early 1990s it was readily apparent that we didn’t need a new method. We needed, instead, to get on with the business of unifying our approach to language teaching and designing

effective tasks and techniques that were informed by that approach.” So, in short, the post method era was the era when there was not a specific language teaching method used. The strategies used might be the mixed ones from several methods existed before.

### **The Causes/Reasons of the Emergence of the Post-Method Era**

3. There are some factors that caused the existence of an era so called the post-method era. First, the arguments used to defeat method can also be seen as evidence that teachers, at least, were never really in the thrall of methods, Bell (2003). First, post-methodologists argue that the methods (prescription for practice) were really very limited in that they deal only with the first lessons of mainly lower level courses. Contrast these limited methods with CLT, which though never claiming universality, has arguably been the most widely applied of any method since grammar translation. Indeed the degree of application may be better guide to the so-called distinction between method and approach. If the method has limited realization, then one would expect little variation in its procedures, but if, like CLT, the method has such wide- scale application, variation in its realization would be normal. Second, post methodologists argue that the methods can never be realized in their purest form in the classroom according to the principles of their originator because methods are not derives from classroom practice. Richard & Rodgers (2001) calls the designer methods ideals types. This notion of the social construction of methods in million of different classroom suggest that what is called methods is often an a posteriori rationalization of many similar teaching practices rather than an a priori set of prescriptions emanating from one source. Third, a further dismissive argument against prescriptive methods is that little of interest remain in them, but the argument ignores the huge influence that the core philosophies of community language learning, silent way, and suggestopedia have had on language teaching. Indeed, the development of CLT has in part been driven by the co-option of the humanistic, student-centered principles of designer methods. The emergence of post methods pedagogy may have more to do with larger social forces than with pedagogical maturity. Fourth,

according to Richard & Rodgers (2001:247) “some approaches and method are unlikely to be widely adopted because they are difficult to understand and used, lack clear practical application, require special training, and necessitated major changes in teacher’s practices and beliefs.” To sum up, the emergence of the post-method era is mainly the existence of certain methods in language teaching does not meet fully the need of language teaching itself.

### **The Language Teaching in the Post-Method Era**

In the era of the post-method, the language teaching is done not only based on a certain method. The language teaching may adopt some different methods and techniques at the same time. Later on, there is a term of eclectic method. The findings of a survey on language teaching method done by Liu (2004:146) suggests that there is still a place for methods in language teaching in the post-method era. Another opinion was given by other language experts. Whatever we use to teach is not determined by a single factor, nor is it constrained by any individual teacher. It is always an adjustable decision that is shaped and reshaped through teaching and through the learning of teaching (Larsen-Freeman, 2000) in Liu (2004:149). So, we can say that though there is still methods in the post-method era, but we do not rely on a certain method only.

### **Conclusion**

By having discussion above, here we may come to some following conclusions. Firstly, the post-method era is not an era in which there is not any method used in language teaching. Secondly, the methods used in the language teaching may a combination of several methods which may be appropriate to the need of the language teaching itself. Thirdly, “Methods are not dead, nor will they ever be” (Bell, 2003:334). Shome (1998) as cited by Thalib (2002) in Bell (2003:334) argues with reference to the term post colonial, “the prefix ‘post’ ... does not mean a final closure, nor does it announce the ‘end’ of that which it is appended; rather it suggests a thinking through and beyond the problematic of that which it is appended.”

## **2. Content-Based Instruction Developed in the 1980s Content Based Instruction**



(CBI) draws on principles of CLT and is a further development of it (Richards & Rodgers, 2004). The difference between CBI and CLT, however, lies in their focus (Larsen-Freeman 1986: 137). In CLT a lesson is typically centered on giving students opportunities to practice the learned communicative functions. CBI on the other hand does not mainly focus on functions or on any other language item but it gives “priority to process over predetermined linguistic content” (Larsen-Freeman 1986: 137). In the words of Howatt, rather than „learning to use English“ pupils „use English to learn it“ (Howatt 1984: 279). A CBI course is typically organized around the content, the subject matter to be taught and not a linguistic, grammatical or other syllabus type (Richards & Rodgers 2007: 204). As the main focus of the CBI approach lies on the teaching of content it is easy to conclude that the teaching aim is to convey meaningful content to students (Richards & Rodgers 2007: 204). Language is used to teach the subject matter and the language itself is acquired “as a by-product of learning about real-world content” (Richards & Rodgers 2007: 205). Page 48 Figure 4 (Larsen-Freeman 1986: 138) Henry Widdowson (1978) advocates the implication of CBI in language classes and states that in schools topics from other subjects should be taught in English. According to him simple experiments in physics and chemistry, biological processes in plants and animals, map-drawing, descriptions of historical events and so on should be taught in English (Widdowson 1984: 16). The reason for adopting such a teaching methodology is according to Widdowson that if such a procedure were adopted, the difficulties associated with the presentation of language use in the classroom would, to a considerable degree, disappear (Widdowson 1984: 16). In other words, the teacher would not have to think about how to place the language learned in class in a meaningful context. However, as shall be seen later, the CBI teacher has to carry out a number of other quite demanding tasks. CBI is a common teaching practice in many different areas of language teaching (Richards & Rodgers 2007: 205). Nevertheless, as Larsen-Freeman points out, “Using content from other disciplines in language courses is not a new idea” (Larsen-Freeman 1986: 137). For years there have been specialized language courses for particular professions



or academic disciplines, which have included content relevant for them. For example, the Page 49 content of a language course for an airline pilot is different from the one for a computer scientist (Larsen-Freeman 1986: 137). Approach CBI is based on two basic principles:

- People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.
- Content-Based Instruction better reflects learners' needs for learning a second language (Richards & Rodgers 2007: 207).

In school the needs of the learners are the teaching content of other subjects (Richards & Rodgers 2007: 210). Concerning the underlying theory of language Richards and Rodgers propose three basic principles:

- language is text- and discourse based
- language use draws on integrated skills
- language is purposeful (Richards & Rodgers 2007: 208). The first assumption holds that in discourse or in texts as they occur in the real world, language normally consists of more than single and isolated sentences, as practiced in some traditional language teaching exercises. Cohesion and coherence are important concepts within text and discourse. Thus, it makes sense to teach texts such as letters, reports, essays etc. or speech events such as meetings, lectures or discussions (Richards & Rodgers 2007: 208). The second assumption, that language draws on integrated skills, states that like in real communication outside the classroom more than one language skill at a time has to be carried out. Grammar is for example not an individual component in real communication but part of language and a component of other skills. Thus activities in CBI usually incorporate more than one skill to be practiced, since this best reflects language use in the real world. What concerns the teaching of grammar, CBI grammar can be presented, however it is the teacher's task to "identify relevant grammatical and other linguistic focuses to complement the topic or theme of the activities" (Richards & Rodgers, 2007: 208). Hence, explicit grammar teaching is compatible with CBI. The third assumption states that language is purposeful: this means that language is used for

specific purposes such as academic or social ones. The purpose gives direction, shape and meaning to discourse and text. According to Richards and Rodgers (2007: 208) learners can benefit far more when the purpose is in tune with the learners' own interests. However, they point out, to make the learning content comprehensible for students teachers need to make adjustments and simplifications, like native speakers do when talking to foreigners (Richards & Rodgers 2007: 209). Similarly Larsen-Freeman (1986: 138) states that when students study subjects in a nonnative language they will need a great amount of assistance in understanding subject matter texts. These modifications by the teacher include: Regarding the theory of learning CBI is based on the already cited two core principles: students learn a foreign language more successfully when the focus is on acquiring information and not on the language itself (Richards & Rodgers 2007: 209). This statement is supported by a number of studies such as the one by Scott (1974 quoted in Richards & Rodgers 2007: 209). The second principle, that CBI better reflects learners' needs for learning a foreign language is supported by the view that students learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal (Richards and Rodgers 2007: 209). This claim is as well backed by studies that justify the increase of motivation among learners when the learning content and goal of learning are perceived as relevant and interesting (Richards & Rodgers 2007: 209). Another principle in learning theory is that "some content areas are more useful as a basis for language learning than others" (Richards & Rodgers 2007: 211). For example, geography is often one of the first topics of a CBI course, since the subject is "highly visual, spatial and contextual; it lends itself to the use of maps, charts, and realia, and the language tends to be descriptive in nature with use of the 'to be,' cognates and proper names" (Corin quoted in Stryker and Leaver 1997: 288). This example of teaching content clearly shows that grammar has its place in the selection of topics, since at the beginning of a language course a teacher would rather choose language containing simpler grammatical structures than at an advanced level. When instruction reflects

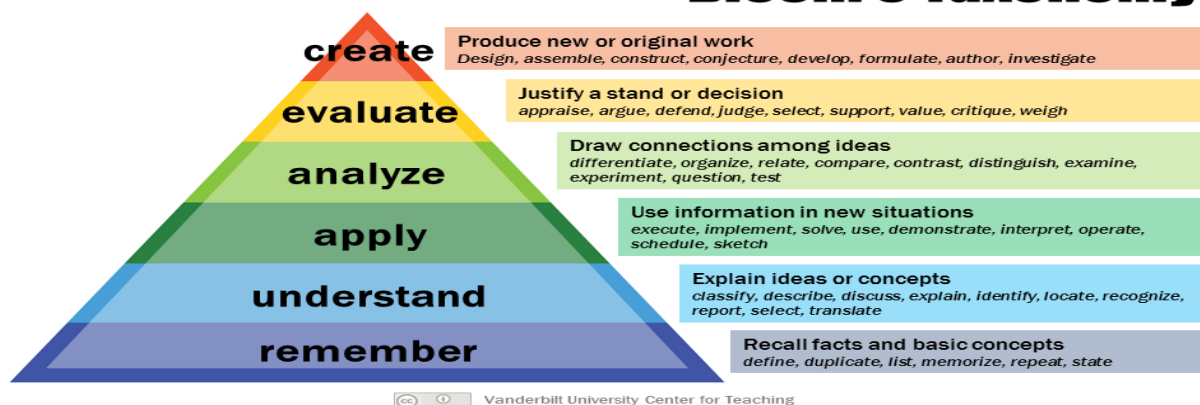
learners' needs, as the second principle introduced at the beginning suggests, students learn best. This assumption emphasizes the CBI concept and if a CBI approach is chosen in school for example, the needs of the students are those of the curriculum content of the different subjects (Richards & Rodgers 2007: 210). A last principle of the learning theory of CBI is that teaching should build on the previous experiences of the learners (Richards & Rodgers 2007: 211). The teacher has to start a lesson from the point where the students are "standing", in other words from what they already know about the content (Richards & Rodgers 2007: 211). This learning principle is quite common, not only in language teaching but also in other subjects in school. Design As already stated, the objectives of a CBI course are described in terms of the content to be taught. Language learning on the other hand takes place more or less incidentally (Richards & Rodgers 2007: 211). According to *Coyle's 4Cs curriculum* (1999), a successful CLIL class should include the following four elements:

- Content – Progression in knowledge, skills and understanding related to specific elements of a defined curriculum
- Communication – Using language to learn whilst learning to use language
- Cognition – Developing thinking skills which link concept formation (abstract and concrete), understanding and language
- Culture – Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

Using a number of frameworks can help you prepare your lessons and make sure activities are challenging, yet achievable for your learners.

*Bloom's Taxonomy*, for example, classifies learning objectives in education and puts skills in a hierarchy, from **Lower Order Thinking Skills (LOTS)** to **Higher Order Thinking Skills (HOTS)**. In the diagram below, you can see the levels increasing in complexity from the base up to the triangle's peak.

## Bloom's Taxonomy



The framework shows how different tasks relate to different levels of assimilation. It's fairly intuitive, but applying this information to your lesson preparation is not always so straightforward. That's where the helpful *Blooming Verbs* list comes in. The following chart shows you how different verbs can correlate to the different stages in the taxonomy, allowing you to formulate questions and design activities that develop your CLIL classes in a logical way.

**3.The syllabus in CBI** is usually derived from the content areas to be covered and is thus a themebased one. As the name already suggests the syllabus is built around specific topics and subtopics (Richards & Rodgers 2007: 212). According to LarsenFreeman (1986: 138), the selection and sequencing of language items depends on the communicative needs of the learners and is not predetermined by the syllabus. She further states that there must be clear language objectives as well, besides the content learning objectives since students need a great amount of assistance in understanding the non-native language content (Larsen-Freeman 1986: 138). Brinton et al. (1989: 35) state that the topics or units of the syllabus are designed and sequenced so that they “relate to one another so as to create a cohesive transition of certain skills, vocabulary, structures, and concepts” (Brinton et al. 1989: 35). Typically, the first units are themes of generally high interest that are easily accessible. Later units deal with more complex themes that require the mastery of certain skills, vocabulary, grammatical structures and concepts (Brinton et al. 1989: 35). This shows that grammar has its place in the CBI syllabus. As already stated, topics, which require more complex

grammatical structures are typically introduced in later units. The role of materials in CBI is quite straightforward: materials that facilitate language learning are the materials that are used typically with the subject matter of the content course (Richards & Rodgers 2007: 215). It is suggested to teach a variety of material types as long as they are authentic. Authenticity can be understood in two ways: firstly, it refers to the teaching material used in native-language instruction. Secondly, it means any kind of material not originally produced for instruction, such as magazine and newspaper articles or any other media materials (Brinton et al. 1989: 17). Further, CBI the use of realia such as “tourist guidebooks, technical journals, railway timetables, newspaper ads, radio and TV broadcasts” etc. is recommended in CBI (Richards & Rodgers 2007: 215). The role of the textbook, if the textbook should have a place at all in a CBI class, is a rather insignificant one. Stryker and Leaver state that “textbooks are contrary to the very concept of CBI – and good language teaching in general” (Stryker & Leaver 1993: 295). Alongside the concept of authenticity, comprehensibility is another key concept in CBI. Instructional materials may have to be modified by the teacher in order to ensure maximum comprehension among students. This may include linguistic simplification or adding redundancy to text materials (Richards & Rodgers 2007: 215). According to Brinton et al. (1989: Page 53 17) this means providing guides and strategies for students which help them understand the materials. Procedure In a typical lesson students might study geography and English through content-based instruction (Larsen-Freeman 1986: 138). The teacher first asks the students what a globe is. Then the teacher takes out a globe and puts it on the desk and asks the pupils what they know about it (Larsen-Freeman 1986: 138). The teacher writes the answers of students on the blackboard (Larsen-Freeman 1986: 139). When students have problems explaining a concept the teacher supplies the missing language. Next, the teacher hands out a sheet that he or she has prepared based on the video ‘Understanding Globes’. On the handout the most important vocabulary items are listed which the teacher says aloud and students have to listen. The handout also contains text in which students have to fill in blanks as they watch the

video. After checking the answers the teacher draws the students' attention to particular verb patterns in the cloze. The teacher explains that these are examples of the present passive, which will be studied during the next lessons. He or she explains the function of the passive, namely that it is used to defocus the agent or doer of an action. Afterwards the teacher explains how latitude and longitude can be used to locate any place in the world. By saying "This city is located at latitude 60° north and longitude 11° east" (Larsen-Freeman 1986: 139) the teacher integrates the present passive and the content at the same time. Then students play a guessing game where in small groups students write down coordinates of five cities. The other students then have to guess the correct city (Larsen-Freeman 1986: 139). This sample lesson shows that grammar still is an important, if not the main feature, of it. Conclusion To sum up, CBI is an approach to second language teaching which is, according to Richards and Rodgers one of the "leading curricular approaches in language teaching" today (Richards & Rodgers 2007: 220). CBI is a Page 54 development of the Communicative Approach and, as the name suggests, focuses on the content to be taught, rather than on the language itself. Hence, instructional exercises that focus on language itself are generally rejected. Further, teaching and learning materials need to be authentic, in other words taken from the real world, such as articles of magazines, newspapers, etc. Textbooks are contrary to the principles of CBI and therefore principles of this approach are hardly found in textbooks. Nevertheless, in most ELT textbooks the teaching of content and not just language itself is today standard. Further, CBI also permits explicit grammar instruction, however the teacher is responsible for deciding when to do so. Grammar exercises, as analyzed in the four ELT textbooks, are not part of CBI and consequently the approach will not be considered in the textbook analysis of this paper. However, the principle of integrating of more than one skill into an exercise will be considered in the textbook analysis (Richards & Rodgers 2007: 220).

**Questions for reflection:**

1. Who is CLIL for?
2. What are the main benefits of CLIL?
3. What are the main advantages of GLIL?
4. In what way does CLIL encourage students to develop 21st Century skills, including the ability to think critically, be creative, to communicate and collaborate.
5. What are the challenges of CLIL?
6. What are the practices of applying CLIL to your class?



#### IV. AMALIY MASHG'ULOTLARNING MAZMUNI

### Seminar 1. Communicative approach to language teaching. Stages of integration.

**The objectives of the lesson are:**

- introducing the communicative approach and its role in language learning;
- presenting the role of the integrative approach in teaching communicative competencies. Stages of integration;
- to explain how the communicative approach differs from other methods.

**Introductory question;** *What is Communicative Language Teaching (CLT)?*

(Possible answer: *Communicative Language Teaching (CLT)*, as discussed on the following pages, stands for a concept of language teaching that focuses on the functional and communicative potential of language)

**Activity 1.** Read eight major changes in approaches to language teaching, reflect on specific features of each change and highlight the key ideas from them.

Changes in approaches	Key words, main ideas
<b>Learner autonomy</b>	Giving learners greater choice over their own learning, both in terms of the content of learning as well as processes they might employ. The use of small groups is one example of this, as well as the use of self-assessment.
<b>The social nature of learning</b>	Learning is not an individual, private activity, but a social one that depends upon interaction with others. The movement known as cooperative learning reflects this viewpoint.
<b>Curricular integration</b>	The connection between different strands of the curriculum is emphasized, so that English is not seen as a stand-alone subject but is linked to other subjects in the curriculum. Text-based learning reflects this approach, and seeks to develop fluency in text types that can be used across the curriculum. Project work in language teaching also requires students to explore issues outside of the language classroom.
<b>Focus on meaning</b>	Meaning is viewed as the driving force of learning. Content-based teaching reflects this view and seeks to make the exploration of meaning through content the core of language learning activities
<b>Diversity</b>	Learners learn in different ways and have different strengths. Teaching



	needs to take these differences into account rather than try to force students into a single mold. In language teaching, this has led to an emphasis on developing students' use and awareness of learning strategies.
<b>Thinking skills</b>	Language should serve as a means of developing higher-order thinking skills, also known as <i>critical</i> and <i>creative thinking</i> . In language teaching, this means that students do not learn language for its own sake but in order to develop and apply their thinking skills in situations that go beyond the language classroom.
<b>Alternative assessment</b>	New forms of assessment are needed to replace traditional multiple-choice and other items that test lower-order skills. Multiple forms of assessment (observation, interviews, journals, portfolios) can be used to build a comprehensive picture of what students can do in a second language.
<b>Teachers as co-learners</b>	The teacher is viewed as a facilitator who is constantly trying out different alternatives, i.e., learning through doing.

**Activity 2.** Read the following passage and try to guess the reason for the uttered idea.

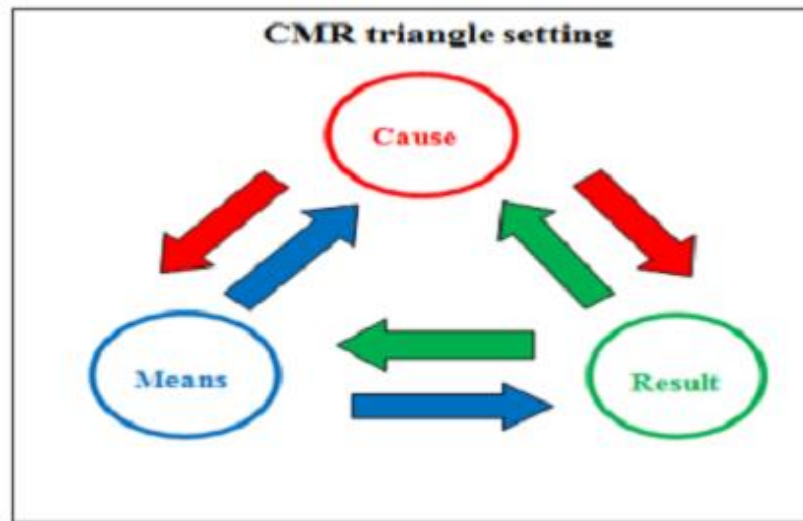
“A vivid and effective communicative class is supposed to be involving the integration of the four language skills, in which the teacher needs to establish positive atmosphere, plan appropriate activities encourage learners and deal with problems sensitively. More effective results will be achieved in writing exercises if there is a continual integration of practice in all the skills”.

**Activity 3.** Arrange the steps of CMRBA (Cause, Means, and Result-Based Analysis) strategy in a correct order relying on the next passage: **“Application of Integrated-skills Approach: CMRBA Strategy (CMRBA) strategy is a model of student-learning center whereby L2 instructor can integrate the four skills of listening, reading, speaking and writing in language learning process. This strategy aims to relating cause to result based on means, and assisting the students to analyze the final product of the task’.**

Nº	Steps	Actions	Comments
1	Step 1	To enhance speaking skill	
2	Step 2	To enhance Writing skill and Analysis	

3	Step 3	To enhance listening and reading skills	
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**Activity 4.** Apply the theories drawn from the previous activity to interpret the following schemes.



**Activity 5.** Fill the spaces with appropriate words.

### Recording Worksheet (CMRBA strategy)

Cause Group (A1 & A2 )	Means Group (B1 & B2)	Result Group( C1& C2)
<p>The Cause of the phenomenon is/are</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>		
	<p>The phenomenon can be solved by Means of:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	

	4. 5.	
		<b>Solving this phenomenon will lead to these Results</b>

**Concluding remarks:**

When receptive skills (listening and reading) and productive skills (writing and speaking), are practiced in isolation within L2 acquisition, such a teaching approach makes an artificial distinction between in-classroom language use and out-of-classroom communicative practice. **Integrated-skills approach** strongly argues that teaching language skills: listening, reading, writing, and speaking should not be taught separately or isolated from one another in foreign language learning setting. The basic goal of L2 language teaching and learning is to develop learners' communicative competence: linguistic competence, sociolinguistic competence, discourse competence, and strategic competence as a whole language approach, whereby all language skills – listening, reading, writing, and speaking – are treated in an interrelated approach.

**Seminar 2. Task-Based Approach to Language Teaching****The objectives of the lesson are:**

- to achieve a general understanding of the task-based approach;
- to explain the ways of completing the assignments and tasks on time and with quality;
- to introduce the techniques for working on projects and identifying its goals.

**Intriductory question:** *What does Task-Based Instruction (TBI) imply in FLT and FLL?*

**(Possible answer:** *TBI (also known as task-based teaching), is another methodology that can be regarded as developing from a focus on classroom processes. Task based learning (also known as TBL) is a TESOL approach that*

has a base in the communicative way of language teaching. Teaching and learning happen through a variety of communicative tasks that involve lots of teamwork among students. Well designed tasks within this approach should elicit the target grammar and vocabulary in a natural way.

**Activity 2.** Try to answer the following questions and outline the characteristics of a good task.

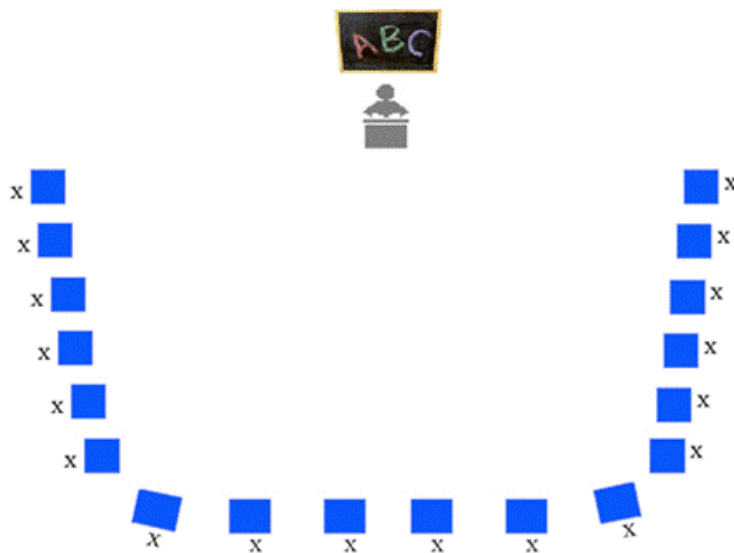
1. What is exactly a task?
2. What is not a task?
3. What are the main characteristics of a task?

1. (**Possible answers:** *it is something that learners do or carry out using their existing language resources; it has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task; in the case of tasks involving two or more learners, it calls upon the learners' use of communication strategies and interactional skills*)

2. №	Type of the task	Description
1	<b>Problem-solving</b>	Students might have to make up a list of things they would pack if they were going on a beach vacation.
1a		
2	<b>Comparing</b>	Students work in pairs and make up a list of the most important characteristics of an ideal vacation.
2a		
3	<b>Listing tasks</b>	Students read a letter to an advice columnist and suggest a solution to the writer's problems.
3a		
4	<b>Sharing personal experience</b>	Students prepare plans for redecorating a house.
4a		
5		Students compare ads for two different

	<b>Creative tasks</b>	supermarkets.
<b>5a</b>		
<b>6</b>	<b>Sorting and ordering</b>	Students discuss their reactions to an ethical or moral dilemma.
<b>6a</b>		

Classroom environment is an important element for effective learning. A classroom full of desks and chairs can be both psychological and physical obstacle for effective communication. Consequently, all desks and chairs are removed and the class is organized like "horseshoe" shape with the teachers sitting at the mouth.



**Activity 4. Work in pairs and outline the advantages and disadvantages of Task-Based Learning over traditional model.**

<b>Advantaages</b>	<b>Disadvantages</b>

**Activity 5.** Develop the given idea following the concept given in the box to the idea.

Idea	Concept
Students control the language they learn and produce	rather than ...
Task-based learning allows for a natural setting of the context where students can base their learning on their own experiences.	This makes learning ...
TBL can expose your students to many more varied uses of English	than ...
Language learning can arise from student need,	instead of ...
TBL is more student-centred and communicative. This is where the trend is going in language learning and anything you can do to reduce student talking time, the better.	In comparison to ...
Errors are a natural part of the learning process in TBL and are seen as a learning opportunity.	In PPP, ...
Students are generally very motivated to complete the tasks,	because ...

***Possible matchings:***

- being restricted to something pre-selected by the teacher or text.
- far more personal and relevant to your students in many cases.
- PPP can. Think collocations, lexical phrases and patterns—the sky is the limit!
- what the next unit is in the textbook. This makes it more memorable for learners.
- PPP,
- it's something a bit more negative in that it's a variation from the “correct” form the students were taught.
- it's something they've chosen to do and it relevant to them.

(Find this useful teaching resource. <https://youtu.be/QirhNeIwQ0w>)

**Activity 6.** Identify the number of the description in a jumbled order for each step in planning a Task-Based class.



**In this stage, the teacher introduces the topic and gives instructions on what will happen at the task stage. Basically, the requirements of the project that students will have to complete. The goal of this stage is to make your expectations for the task clear and to give students some tips, language, ideas, etc. for how they can proceed (if necessary).**

**During this stage, students complete the task, either in pairs or groups. The teacher can monitor groups while offering a bit of feedback or encouragement if necessary.**

During this phase, students can prepare a short report (written or spoken) about what happened during their task. They can practice what they're going to say in their group and the teacher can offer some assistance if needed.

One of the keys of TBL is that it focuses on the process rather than the end result and this is the focus at this stage of the task.

Students report to the class about what happened during their task. The teacher can also offer feedback.

At this point, the teacher can highlight the language students used during the report phase. If you recorded the report phase, you may play this back for the students to notice any language used.

**Based upon what you heard and saw, you may want to choose from areas of language for further practice. Design some activities around this.**

**Concluding remarks:**

Teaching and learning happen through a variety of communicative tasks that involve lots of teamwork among students.

**Seminar 3. Independent Learning or Autonomy. Ability to plan the time during the study process.**

**The objectives of the lesson are:**

- introducing the abilities to plan the time during the study process.
- to develop the ability to work with authentic materials.
- to practice self-assessment techniques; coping with stress;
- SMART goals. Effective use of libraries. Improving memory.

**Introductory question:**

What is the concept of Learner autonomy?

*(Possible answers: the term "learner autonomy" was first coined in 1981 by Henri Holec, the "father" of learner autonomy. Many definitions have since been given to the term, depending on the writer, the context, and the level of debate educators have come to. It has been considered as a personal human trait, as a political measure, or as an educational move. This is because autonomy is seen either (or both) as a means or as an end in education;*

- *"Autonomy is the ability to take charge of one's own learning". (Henri Holec)*
- *"Autonomy is essentially a matter of the learner's psychological relation to the process and content of learning". (David Little).*



- *"Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his [or her] learning and the implementation of those decisions".*
- *"Autonomy is a recognition of the rights of learners within educational systems").*

**Activity 1.** Read the statements and discuss with your pair the examples that can be associated with the given idea.

According to Frank Lacey Principles of learner autonomy could be:

- Autonomy means moving the focus from teaching to learning.
- Autonomy affords maximum possible influence to the learners.
- Autonomy encourages and needs peer support and cooperation.
- Autonomy means making use of self/peer assessment.
- Autonomy requires and ensures 100% differentiation.
- Autonomy can only be practised with student logbooks which are a documentation of learning and a tool of reflection.
- The role of the teacher as supporting scaffolding and creating room for the development of autonomy is very demanding and very important.
- Autonomy means empowering students, yet the classroom can be restrictive, so are the rules of chess or tennis, but the use of technology can take students outside of the structures of the classroom, and the students can take the outside world into the classroom.

**Activity 2.** Work in groups of 4 and extend 5 of the given characteristics from the perspectives

- a. the autonomous learner is \_\_\_\_\_, that's why \_\_\_\_\_.
  - b. the autonomous learner should be \_\_\_\_\_, because \_\_\_\_\_.
- methodical/disciplined
  - logical/analytical
  - reflective/self-aware
  - motivated/curious
  - flexible

- interdependent/inter-personally competent
- responsible/persistent
- venturesome/creative
- creative/have positive self-concept
- independent/self-sufficient
- skilled in seeking/retrieving information
- knowledgeable about/skilled in learning
- able to develop/use evaluation criteria

**Activity 3.** Work in groups and drop the characteristic descriptions and advantages of “weaker”, “stronger” and “median” forms of self-assessment into the right columns.

“weaker”	“stronger”	“median”
<b>Advantages</b>		

- Self-marking
- Tutors/lecturers provide marking sheets with criteria and standards required;
- Students have to actively engage in clarifying, interpreting and critiquing their own work;
- Negotiating model answers demonstrates to the students that multiple solutions/answers are possible;
- Tutor/lecturer marks in the usual way and comments are added in addition to the students’ comments about both the work itself and the self-assessment
- The marked work (including all comments) is returned to students.
- Students are carrying out the same assessment process as tutors.

- Increase student participation by involving them (as individuals and/or in groups) in deciding on marking criteria (e.g. producing and agreeing on the mark sheets) and in developing model answers;
- A hierarchy of content and priorities defined by the tutor/lecturer and categorised according to structure, arguments and concepts;
- Students gain understanding of the interpretations of the tutor and use these to compare with their own work and correct and grade themselves;
- The tutor/lecturer provides two or more examples of work of various standards to the students along with an objective descriptor of 'sound standard' that is of medium level; students then discuss the examples against the descriptor to deepen the grasp of the criteria by the students.
- Standard model
- Students use criteria to judge, comment on strengths and weaknesses and grade their own work prior to submission to tutors.
- Advantages - greater initial student engagement and reflection results in increased depth of understanding about the assessment process. 'Stronger' models of self-assessment
- Advantages - Helps students gain greater depth in making judgements, understanding criteria for assessment and grading.
- Advantages - Relatively simple to implement, immediate feedback obtained; students engage with both the process and product of assessment; time saver for tutors; increase in trust resulting from permitting learners into the 'assessment community'.

### **Additional information:**

#### Coping with Stress

Coping is the process of spending conscious effort and energy to solve personal and interpersonal problems. In the case of stress, coping mechanisms seek to master, minimize, or tolerate stress and stressors that occur in everyday life. These mechanisms are commonly called *coping skills* or *coping strategies*. All coping strategies have the adaptive goal of reducing or dealing with stress, but some

strategies can actually be maladaptive (unhealthy) or merely ineffective. Maladaptive behaviors are those that inhibit a person's ability to adjust to particular situations. This type of behavior is often used to reduce one's anxiety, but the result is dysfunctional and non-productive. The term "coping" usually refers to dealing with the stress that comes after a stressor is presented, but many people also use proactive coping strategies to eliminate or avoid stressors before they occur.

### Coping Strategies

While psychologists disagree on the specific classification of the hundreds of coping strategies available today, distinctions are often made among various contrasting strategies. The three most common distinctions are appraisal-focused, problem-focused, and emotion-focused coping strategies.

#### Appraisal-Focused Strategies

Appraisal-focused strategies attempt to modify thought processes associated with stress. People alter the way they think about a problem by approaching it differently or altering their goals and values.

#### Problem-Focused Strategies

Problem-focused strategies aim to deal with the cause of the problem or stressor. People try to change or eliminate the source of stress by researching the problem and learning management skills to solve it.

#### Adaptive vs. Maladaptive Strategies

Coping strategies can also be positive (adaptive) or negative (maladaptive). Positive coping strategies successfully diminish the amount of stress being experienced and provide constructive feedback for the user. Examples of adaptive coping include seeking social support from others (*social coping*) and attempting to learn from the stressful experience (*meaning-focused coping*). Maintaining good physical and mental health, practicing relaxation techniques, and employing humor in difficult situations are other types of positive coping strategies. Proactive coping is a specific type of adaptive strategy that attempts to anticipate a problem before it begins and prepare a person to cope with the coming challenge.

Negative coping strategies might be successful at managing or abating stress, but the result is dysfunctional and non-productive. They provide a quick fix that interferes with the person's ability to break apart the association between the stressor and the symptoms of anxiety. Therefore, while these strategies provide short-term relief, they actually serve to maintain disorder. Maladaptive strategies include dissociation, sensitization, numbing out, anxious avoidance of a problem, and escape.

### Coping Abilities

The capacity to tolerate or cope with stress varies among people. The root of stress is the cognitive appraisal of an event as stressful or stress-inducing. *Primary appraisal* is the extent to which a person perceives an event as benign or threatening and harmful. *Secondary appraisal* is the estimation of whether a person has the resources or abilities necessary to deal with what has already been deemed stressful. An individual can effectively cope with stressors by appraising stressful situations and having confidence in their ability handle situations that are stressful.

### Variations in Coping Abilities

Coping ability and strategy selection vary depending on personality, gender, and culture. A person with a positive demeanor and outlook on life will perceive less stress and be better equipped to handle stress when it does arise. Those people who employ a static view of the world will perceive more stress and be less adept at addressing the stressor in their lives. Men and women also assess stress differently but tend to cope with stress similarly. Evidence shows that men more often develop career- or work-related stress, while women are more prone to stress about interpersonal relationships. The small amount of variation in coping-strategy selection shows that women will engage in more emotion-focused coping while men tend to use problem-focused strategies.

### Culture and Coping Strategies

Culture and surroundings also affect what coping strategies are practically available and socially acceptable. Some cultures promote a head-on approach to stress and provide comforting environments for managing stressful situations,

while others encourage independence and self-sufficiency when it comes to coping with stress. A person's perception of stress and ability to cope with that stress are products of many different influences in life.

#### Seminar 4. National Standards in Lesson Planning

##### Objectives of the lesson:

- to help participants to explore the main processes involved in planning for teaching and learning (a sequence of lessons, goals, objectives, and expected outcomes).
- to raise participants' awareness about the importance of making connections between lessons within a syllabus;
- to facilitate designing tasks for different stages of the lesson.

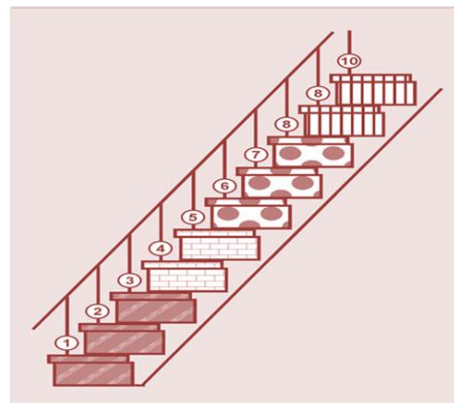
##### Activity 1. Current practice

Introductory questions.

- *Do you plan your teaching?*
- *What do you usually start your planning with?*
- *When you plan your lessons do you refer to a syllabus (teaching calendar)? If so, how does it help you?*

**Show participants the picture of the staircase and ask them the following questions:**

- ✓ *What do a 'staircase' and a syllabus (teaching calendar) have in common?*
- ✓ *What do the steps in the staircase represent? (lessons)*
- ✓ *Why are some parts of different colours? (colours represent the same topic)*
- ✓ *How do they relate to each other?*



*(Possible answers: Each lesson is based on the previous lesson; lessons on the same topic are obviously more connected with each other, however, all lessons/steps lead to the overall aim)*

- *What can happen if you don't plan your teaching?*
- *What can happen if you plan separate lessons not considering how they are linked with other lessons in the syllabus?*

Establish that planning is an essential and fundamental activity of every professional teacher. Every lesson is a part of a bigger plan/syllabus which helps teachers to achieve their aims. Therefore, when we plan our teaching we should take into account the connection of a particular lesson with other lessons and its contribution to the overall aim of the syllabus.

## **Activity 2. What to consider when planning for teaching and learning**

Put participants in groups of 4 and tell them that they are going to discuss what lesson planning involves. Ask participants to answer the following question:

***What do we need to consider when we plan our teaching?***

*(Possible answers: Topic; how the session will contribute to the learning outcomes of the course; aim (what do we want to achieve?); objectives (how); time; materials (textbook, audio, video, handouts...); activities; links with the previous materials; links between the activities; skills; interaction; instructions (classroom management); learning styles; homework, etc.)*

Distribute the slips of papers to the groups and ask them to write their ideas on them.

Ask the groups to stick their slips on the board in turn. Hold a plenary and prioritise the elements on the board in logical order

**(Possible questions: What do you consider first? What do you consider next?)**

Summarize the discussion by saying that there are many things we need to consider when we plan our teaching but not all of them can be reflected in a lesson plan.

Ask participants the following questions:

*Do you write lesson plans?*

*What elements of planning can go into a lesson plan?*

*(Possible answers: answers will vary: topic; aim; objectives; timing; materials; activities; homework)*

Make a transition to the next activity by saying that after having looked at the bigger picture i.e. what we usually consider while planning our teaching, we are now going to consider the building blocks of planning for teaching and learning. Tell participants that now they are going to see how some other teachers have put their plans on paper.

**Activity 3 Lesson plan analysis.** Tell participants that they will receive a lesson plan to discuss. Put participants in groups. Distribute handouts 2a and 2b. Tell participants to discuss the lesson plan on the handout and then fill in the grid in handout 2a. Tell them that they can use the questions on the handout to guide their discussion.

Discuss the plan together using the questions on the handout. Accept any answers at this stage.

*What are the stages of the lesson?*

*What is the aim of each activity?*

*Are the activities connected with each other?*

*Do the activities contribute to the overall aim of the lesson?*

*Do the activities go from simple to complicated?*

*Does the lesson cater for all learning styles?*

*What is the teacher's role in each activity?*

	Aim of the activity	Stages of the lesson	Teacher-centred/ Learner-centred	Learning styles	Mode of interaction	Teacher's role
Activity 1						



Activity 2						
Activity 3						
Activity 4						
Activity 5						

*Is there enough variety in terms of interaction?*

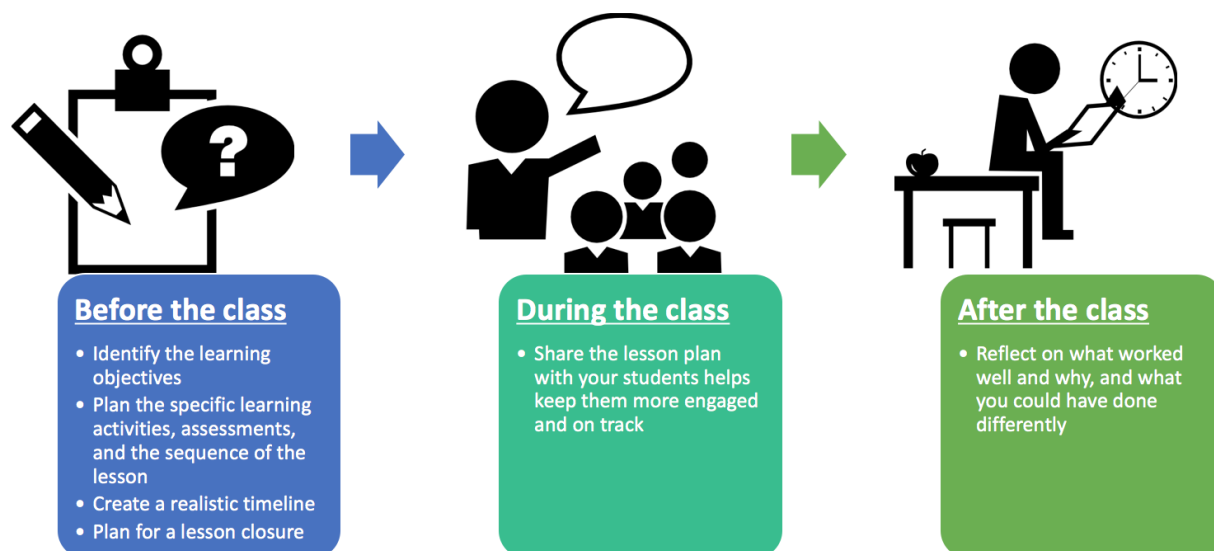
*Did you like the lesson plan? Why?/Why Would you change anything in the lesson plan if you taught this lesson? If you would, what and why? How similar is it to your way of planning lessons?*

Ask participants to work in groups and list the basic principles of good planning, referring to their analysis of the lesson plan. (e.g. A good lesson should address as many learning styles as possible).

**(Suggested answers:** In a good lesson activities go from simple to more complex. there should be a variety of activities and interaction patterns; there should be a balance between teacher-centred and learner-centred activities; all activities should be connected and lead to the overall objective of the lesson; when we plan our teaching we need to consider the overall objective and the connections between each separate lesson and other lessons in the syllabus).

### **Concluding remarks:**

- ✓ Planning helps teachers achieve their teaching objectives, however, we shouldn't be slaves to our lesson plans; we should use the teaching opportunities presented by our students.



### Seminar 5. Approaches to Material Analysis. Determining the criteria for evaluating the study material.

- ✓ to help participants to determine the criteria for evaluating the study material;
- ✓ to explain the conformity, efficiency, level of complexity, content, suitability for the purpose of the lesson

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

### **Introductory questions:**

*What materials do you use to teach your students?*

*Do you have to use certain course books in your institution? What are they?*

*Who chooses the books you use in your teaching?*

**(Possible answers:** *Books, magazines, newspapers, songs, etc.; Some teachers have to use certain textbooks (e.g. course books by Arakin or Bonk), while others do not stick to a certain textbook and are free to choose any material they like. Teachers themselves, students, head of the chair, dean, vice-rector).*

Establish that in some institutions and disciplines teachers can choose the course book they want to use and in others they have to keep to the course book prescribed by the authorities (chair, faculty, the Ministry of education, etc.). Tell participants that in any case they should be able to evaluate and select course books, especially now when teachers (through PDCs, British Council library, UzTEA Resource Centres, Macmillan Publishers and others) have more access to modern course books like Headway, Inside Out, Reward etc. However, not many teachers are able to evaluate and select the course book which will suit their needs. This session will focus on exploring criteria for evaluating and selecting course books.

### **Activity 1.** Evaluating course books.

Distribute one copy of a modern textbook to each participant and ask them to review the course book and make notes on the following question:

*Do you think this course book is suitable for your students? Why?/Why not?*

Ask participants who have reviewed the same textbook to form a group and compare their notes and share their opinions about this book.

Distribute A4 paper and ask groups to make a list of the criteria they have used for evaluating their textbook, for example, relevant to students' level of English, students' age and interests etc.

Ask groups to present their list of criteria to the whole class.

Summarise the activity by saying that criteria for evaluating and selecting course books are developed in relation to a variety of factors: students' age and ability, their needs and interests, learning objectives, context etc.

### **Activity 2 Selecting textbooks for a specific group**

Ask participants to work in the same groups as in Activity 1. Distribute one strip (A, B, or C) from handout 1 per group and at least one copy of 3 other course books.

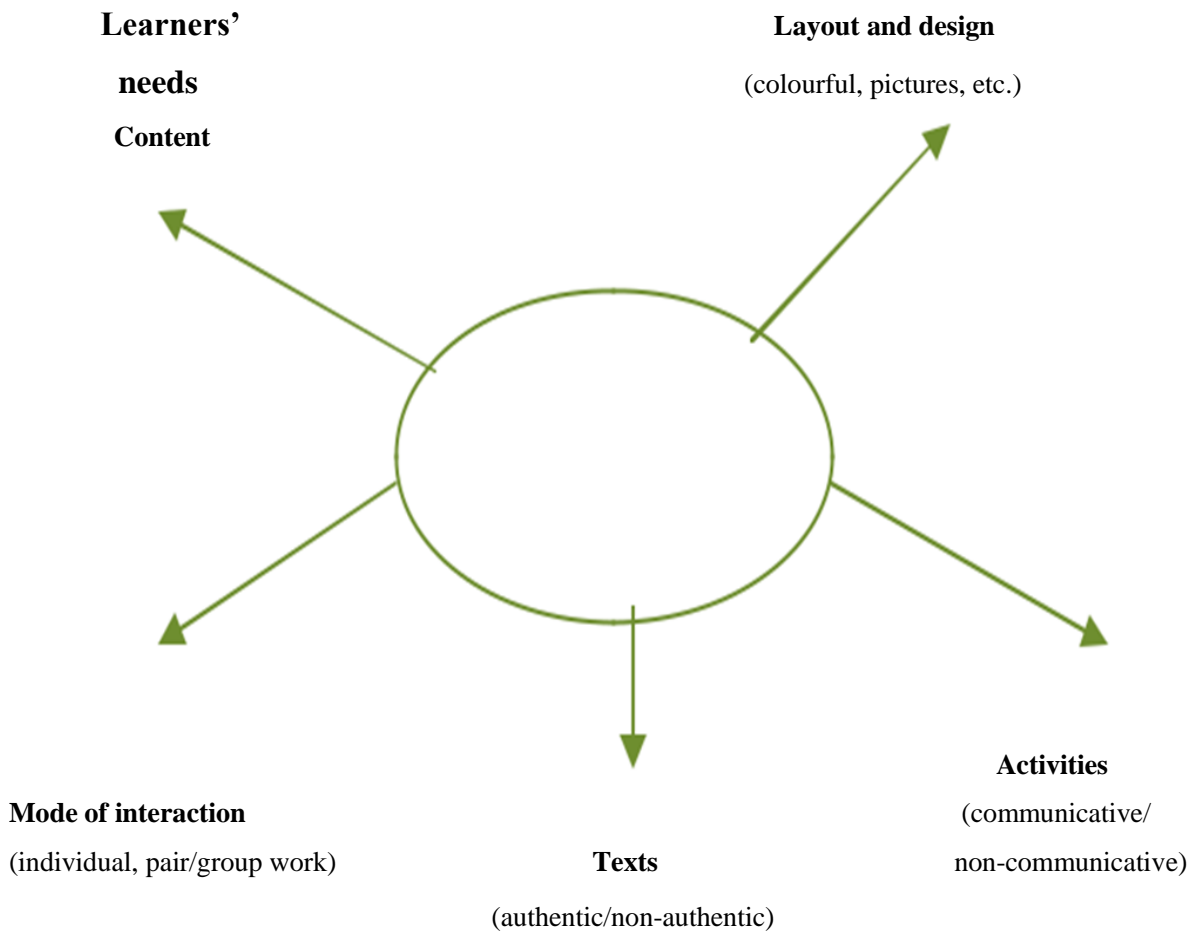
Ask groups to evaluate the course books and select a course book for the specific group described in the handout. Ask them to be ready to justify their choice.

Ask groups to present their students' profiles, the course book they have chosen and explain their choice.

**(Possible answers:** *A. Inside Out Pre-intermediate: this book provides over 90 hours' teaching material which consists of 20 units. Each unit can be covered within 4-5 hours which will enable the teacher to change topics every week. After each 4 units the book provides review tasks which might be used as a progress test. The book provides plenty of opportunity to practice all four skills. However, there is not much focus on reading and grammar. So probably a teacher will have to supplement the book with extra reading and grammar exercises. Reward Pre-intermediate provides a grammar-based syllabus of minimum of 70 hours' work. It provides some opportunities for practising all four skills. The book is colourful and easy to follow. However, there are no extracts from fiction. True to Life Upper-intermediate: the book is suitable for adults. It consists of 18 units providing upwards of 72 hours of class work, extensive opportunities for practising grammar and vocabulary through speaking; lots of reading materials. Though it provides a wide range of tasks to develop writing skills it does not specifically focus on argumentative and descriptive essays. Culturally Speaking Intermediate: the goal of the book is to get students to speak and act comfortably in a new culture, thus it offers lots of role-plays, discussions etc. The book is suitable for all learning styles, but it is black and white and thus not very attractive. Besides, the instructions to*

*the tasks are usually long and not straightforward).*

Draw the diagram below on a flipchart and summarise the criteria for choosing course books. State that textbooks can mainly be evaluated according to the layout (colourful or black and white, with pictures or not, clear instructions, etc.) content (what it is focused to develop: grammar, vocabulary, speaking, etc.), recommended mode of interaction (individual work, pair work, group work, etc.), activities (communicative, non-communicative), texts (authentic, semi-authentic, non-authentic), time (outdated, up-to-date). But the main criterion which should be taken into consideration is the learners' needs which are at the core of all other criteria.



Establish that no textbook is ideal. Authors of ELT textbooks might be leading professionals but they will not know about your context, or the specific needs of your learners. Teachers should acknowledge this and as a result they have the right

to evaluate the textbook against their own criteria and based on this evaluation select or adapt the materials.

**Concluding remarks:**

- ✓ Course books should be evaluated against your learners' needs.

There is no perfect course book that will contain everything you need.

**Activity 2, Handout 1, Profiles of students**

**A.**

You teach a group of first year students in the English Philology Faculty at the Uzbek State World Languages University in Tashkent. The subject you teach is Practice of Oral and Written Speech. The class lasts 4 hours once a week (100 hours per academic year). You should have a progress test (oraliq nazorat) each month. You prefer to discuss one topic a week. You want your students to have integrated skills classes but with greater focus on reading.

**B.**

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

**C.**

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

**D.**

You are teaching at a private language school in the evenings. Most of your

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

## **Seminar 6. Strategies for Effective Material Designing. Effective ways to create course material**

### **Objectives of the lesson:**

- ✓ to help participants explore effective ways to create course material. The purpose and role in the process of language learning and teaching.
- ✓ to explain the participants the language of the study material (age, gender, level of education, culture, nationality are taken into account when creating educational material).
- ✓ Adaptation of ready resources to the purpose of the lesson to give participants an opportunity to adapt texts.

### **An introductory question:**

*What problems do you usually have with your course book?*

**(Possible answers:** Exercises too short / too long (not enough items for practice

grammar and vocabulary is not contextualised

Deductive, 'top-down' approach to grammar rules

Texts too long / too boring/ too difficult /out of date /

culturally inappropriate

Texts not authentic

Not enough communicative activities

No visual material

No listening material

No progress checks

No pre-, while- and post- tasks for reading

Not enough opportunities for a variety of interaction

*What can you do if an exercise / a text / an activity is not what you want for*

your students?

**(Possible answers:** adapt, supplement with interesting exercises or relevant material

**Activity 1.** Adapting a text

Ask participants the following question:

*How can you adapt a text if you feel that it is too long, boring, and difficult? E.g. this text from Arakin. (show the text on page 71 from the course book for the third-year students by Arakin.)*

**(Possible answers:** *If it is long, divide the text into several parts.*

*If it is difficult, prepare some language exercises etc.*

*If it is boring, add pre, while, post reading activities, supplement with appropriate pictures).*

Establish that adaptation of a text can be of two types: *easification* and *simplification*. When a teacher makes the language of the text simpler e.g. paraphrasing, getting rid of difficult vocabulary, shortening the difficult passages, it is called *simplification*. This is difficult to do well, even for native-speakers and is not recommended as the authenticity of the English language can be lost. *Easification* is a process in which a teacher uses certain means to make it easier for the students to understand the text.

(Say that participants will explore 4 techniques for easifying a text).

Divide participants into 4 groups and distribute handout 1a to group 1; handout 1b to group 2; handout 1c to group 3; handout 1d to group 4

Ask groups to do the tasks on their handouts.

Write the following questions on the board / flipchart and ask groups to discuss these questions:

*What did the teacher do with the text?*

*How was it helpful for learners?*

**(Possible answers:** *The teacher adapted the text using four different techniques.*

*It was easy for learners to read the text as learners did not waste their time looking*



*up every word they didn't know in the dictionary (handout 1a), questions in handout 1b made learners think about important things in the story and understand what was happening in the story. It was easy for learners to do the pre-reading activity as it prepared them for reading, gave an idea what the text is about, and raised their interest in the story. The while-reading activity made learners read and complete the task by paying attention to specific details in the story. Post-reading tasks invited learners' imagination because they asked them to write a letter in the name of the teacher and the pupil. these post reading activities helped learners to develop critical thinking skills (handout 1c). It was easy for learners to read the story as it is divided into small parts with accompanying tasks that encourage learners into further reading (handout 1d).*

Ask groups to share their ideas with the whole group.

Establish that some texts are not easy to read for students and in order to make them more accessible for students teachers need to find ways to 'easify' them as in the example they have just experienced.

### **Activity 2 Workshop**

Divide participants into groups of 4. Distribute the text from the course book by Arakin, ('The Apple Tree' by J. Galsworthy, page 251, course book 3 by Arakin) or ask them to choose any text from the course book they use to teach their students. Ask groups to adapt the text and prepare a photocopiable version of their work to present it to the whole group.

Distribute handouts 1a, 1b, 1c, 1d to the 4 groups and tell them that they can use one of the strategies presented on the handouts.

Support groups with ideas as you monitor their work.

When groups have finished, help participants to make photocopies of the materials they produced to include in their **Portfolio** as **entry 10**.

Allow ten minutes for groups to review each others' work.

Invite questions and comments from groups.

Tell participants that they have *easified* a long and difficult text which some students may find boring in order to make it more accessible for their students. Say that in the next activity you would like them to brainstorm practical ideas on how to *supplement* a text.

### **Activity 3 Practical ideas on supplementing a text**

Ask participants the following questions and elicit answers after each question:

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

*Where can you find additional materials?*

**(Possible answers:** *find appropriate exercises, pictures, additional information for the text and bring them to class find pictures in magazines, newspapers, the internet, use encyclopaedias, other course books such as **Headway**, **Reward**, **Inside Out** , take additional grammar exercises from grammar practice books (e.g. from books by Murphy, Ur or Swan), add your own vocabulary tasks and questions on the text).*

Tell participants that by bringing supplementary materials teachers can make lessons more interesting and raise students' motivation to learn English.

Ask participants to go back to the list of problems in the **Lead-in** activity. Ask groups to discuss the following question in groups:

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

Write the answers the groups give next to the problem on the flipchart. See the example below.

Exercises are too short (not enough items for practice) – supplement (e.g. resort to Murphy)

Grammar and vocabulary is not contextualised – supplement (extra texts) or adapt by providing mini-contexts

Deductive, 'top-down' approach to grammar rules – supplement (present grammar in context)

Text is too long/too boring/too difficult/out of date/culturally inappropriate  
– adapt by easifying

Text is not authentic – supplement with extra material from newspapers etc

Not enough communicative activities – supplement (use resource books)

No visual material – supplement (bring in pictures, draw on the board, act out etc)

No listening material – supplement with appropriate listening material, if given listening material is difficult, adapt it appropriately

No progress checks – develop progress checks on the material taught

No pre-, while- and post- tasks for reading – supplement and/or adapt

Not enough opportunities for a variety of interaction – adapt (do traditional exercises in non-traditional ways, e.g. in groups or pairs)

### **Concluding remarks:**

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

### **Activity 1, Handout 1a, Adapting a text**

Each Friday morning the whole school spent the pre- recess period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticize, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the Headmaster down, and the child, moreover, was safe from any form of reprisal.

“Look at it this way,” Mr. Florian said. “It is of advantage to both pupils and teacher. If a child wants to write about something which matters to him, he will

take some pains to set it down as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his review, to follow and observe his progress in such things. As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them... You will discover that these children are reasonably fair, even when they comment on us. If we are careless about our clothing, manners or person they will soon notice it, and it would be pointless to be angry with them for pointing such things out. Finally, from the reviews, the sensible teacher will observe the trend of individual and collective interests and plan his work accordingly.”

On the first Friday of my association with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me. I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new “blackie” teacher, very little attention was given to me...

It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them.

Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the thought of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.

Looking back, I realize that in fact I passed through three phases in my relationship with them. The first was the silent treatment, and during that time, for

my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required for the task in front of them would sit and stare at me with the same careful patient attention a birdwatcher devotes to the rare feathered visitor...

I took great pains with the planning of my lessons, using illustrations from the familiar things of their own background... I created various problems within the domestic framework, and tried to encourage their participation, but it was as though there were a conspiracy of indifference, and my attempts at formality fell pitifully flat.

Gradually they moved on to the second and more annoying phase of their campaign, the “noisy” treatment. It is true to say that all of them did not actively join in this but those who did not were obviously in some sympathy with those who did. During a lesson, especially one in which it was necessary for me to read or speak to them, someone would lift the lid of a desk and then let it fall with a loud bang; the culprit would merely sit and look at me with wide innocent eyes as if it were an accident.

They knew as well as I did that there was nothing I could do about it, and I bore it with as much show of aplomb as I could manage. One or two such interruptions during a lesson were usually enough to destroy its planned continuity... So I felt angry and frustrated when they rudely interrupted that which was being done purely for their own benefit.

One morning I was reading to them some simple poetry. Just when I thought I had inveigled them into active interest, one of the girls, Monica Page, let the top of the desk fall; the noise seemed to reverberate in every part of my being and I felt a sudden burning anger. I looked at her for some moments before daring to open my mouth; she returned my gaze, then casually remarked to the class at large: “The bleeding thing won’t stay up.” It was all rather deliberate, the noisy interruption and the crude remark, and it heralded the third stage of their conduct. From then on the words “bloody” or “bleeding” were hardly ever absent from any remark they made to one another especially in the classroom. They would call out

to each other on any silly pretext and refer to the “bleeding” this or that, and always in a voice loud enough for my ears. One day during an arithmetic period I played right into their hands. I was so overcome by anger and disgust that I completely lost my temper ... I went upstairs and sat in the library, the only place where I could be alone for a little while. I felt sick at heart, because it seemed that this latest act, above all others, was intended to display their utter disrespect for me. They seemed to have no sense of decency, these children; everything they said or did was colored by an ugly viciousness, as if their minds were forever rooting after filth. “Why, oh why,” I asked myself, “did they behave like that? What was wrong with them?”

### Activity 1, Handout 1b, Adapting a text

#### TO SIR, WITH LOVE

<b>Chapter 8</b>		<b>by E. R. Braithwaite</b>
<b>(Extract)</b>		
<b>Read the text and answer the questions on the right column.</b>		
Each Friday morning the whole school spent the pre-recess	period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticize, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the Headmaster down, and the child, moreover, was safe from any form of reprisal.	<i>What do you think pre-means here?</i>
“Look at it this way,” Mr. Florian said. “It is of advantage to both pupils and teacher. If a child wants to write about something which matters to him, he will take some pains to set it down as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his review, to follow and observe his progress in such things. As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them... You will discover that these children are reasonably fair, even when they comment on us. If we are careless about our clothing, manners or person they will soon notice it, and it would be pointless to be angry with them for pointing such things out. Finally, from	<i>Were children criticised for criticising their teachers?</i> <i>Do you see only advantage in this scheme?</i>	

the reviews, the sensible teacher will observe the trend of individual and collective interests and plan his work accordingly.”	
On the first Friday of my association with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me. I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new “blackie” teacher, very little attention was given to me...	
It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them.	<i>Do you think they had different teachers in the past? Why did they have different teachers?</i>
Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the thought of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.	<i>Why do you think “were” was used not “I was”?</i>
Looking back, I realize that in fact I passed through three phases in my relationship with them. The first was the silent treatment, and during that time, for my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required for the task in front of them would sit and	

### Activity 1, Handout 1c, Adapting a text

#### Pre-reading task

*Before you read discuss the following questions in groups:*

*Think of the time when you started teaching at school, college, university?*

*How did the principal / the head of the chair behave?*

*How did pupils / students behave?*

#### TO SIR, WITH LOVE

by E. R. Braithwaite

Chapter 8

(Extract)



**While-reading task**

Read the following text and write **T** if the statement is true and **F** if the statement is false:

Mr. Florian thinks that reading pupils' weekly reviews helps teachers a lot in their work.

The narrator didn't find anything about himself in pupils' weekly reviews.

The narrator worked hard on himself to make his lessons interesting.

Pupils' didn't like the narrator's lessons at all and tried to interrupt him during the lessons.

The narrator felt angry and frustrated when they rudely interrupted him, but couldn't do anything.

Each Friday morning the whole school spent the pre-recess period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticize, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the Headmaster down, and the child, moreover, was safe from any form of reprisal.

"Look at it this way," Mr. Florian said. "It is of advantage to both pupils and teacher. If a child wants to write about something which matters to him, he will take some pains to set it down as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his review, to follow and observe his progress in such things. As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them... You will discover that these children are reasonably fair, even when they comment on us. If we are careless about our clothing, manners or person they will soon notice it, and it would be pointless to be angry with them for pointing such



things out. Finally, from the reviews, the sensible teacher will observe the trend of individual and collective interests and plan his work accordingly.”

On the first Friday of my association with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me. I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new “blackie” teacher, very little attention was given to me...

It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me.

But if I had made so little impression on them, it must be my own fault, I decided.

It was up to me to find some way to get through to them.

Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the thought of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.

Looking back, I realize that in fact I passed through three phases in my relationship with them. The first was the silent treatment, and during that time, for my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required for the task in front of them would sit and stare at me with the same careful patient attention a birdwatcher devotes to the rare feathered visitor...

I took great pains with the planning of my lessons, using illustrations from the familiar things of their own background... I created various problems within the domestic framework, and tried to encourage their participation, but

it was as though there were a conspiracy of indifference, and my attempts at formality fell pitifully flat.

Gradually they moved on to the second and more annoying phase of their campaign, the “noisy” treatment. It is true to say that all of them did not actively join in this but those who did not were obviously in some sympathy with those who did. During a lesson, especially one in which it was necessary for me to read or speak to them, someone would lift the lid of a desk and then let it fall with a loud bang; the culprit would merely sit and look at me with wide innocent eyes as if it were an accident.

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colored by an ugly viciousness, as if their minds were forever rooting after filth. “Why, oh why,” I asked myself, “did they behave like that? What was wrong with them?”

### **Post-reading task**

Write a letter to the Headmaster explaining the situation and asking for advice.

You are a pupil. Write a letter to a friend describing your feelings and the teacher’s feelings about what happened in the class.

### **Activity 1, Handout 1d, Adapting a text**

#### **TO SIR, WITH LOVE**

by **E. R. Braithwaite**

#### Chapter 8

*Read the 4 parts of the text and complete the tasks.*

#### Part 1

Each Friday morning the whole school spent the pre-recess period in writing their Weekly Review. This was one of the old Man’s pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticize, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the Headmaster down, and the child, moreover, was safe from any form of reprisal.

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comment on us. If we are careless about our clothing, manners or person they will soon notice it, and it would be pointless to be angry with them for pointing such things out. Finally, from the reviews, the sensible teacher will observe the trend of individual and collective interests and plan his work accordingly.”

On the first Friday of my association with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me.

**Answer the following question and do the tasks:**

*What do you think students wrote about this teacher?*

*Find any disadvantages in the scheme from a student's perspective.*

*Find any disadvantage from a teacher's perspective.*

**Part 2**

I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new “blackie” teacher, very little attention was given to me...

It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them.

*What do you think the teacher will do next?*

**Read the next extract.**

**Part 3**

Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the thought of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.

Looking back, I realize that in fact I passed through three phases in my relationship with them. The first was the silent treatment, and during that time, for my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required for the task in front of them would sit and stare at me with the same careful patient attention a birdwatcher devotes to the rare feathered visitor...

I took great pains with the planning of my lessons, using illustrations from the familiar things of their own background... I created various problems within the domestic framework, and tried to encourage their participation, but it was as though there were a conspiracy of indifference, and my attempts at formality fell pitifully flat.

Gradually they moved on to the second and more annoying phase of their campaign, the “noisy” treatment. It is true to say that all of them did not actively join in this but those who did not were obviously in some sympathy with those who did. During a lesson, especially one in which it was necessary for me to read or speak to them, someone would lift the lid of a desk and then let it fall with a loud bang; the culprit would merely sit and look at me with wide innocent eyes as if it were an accident.

They knew as well as I did that there was nothing I could do about it, and I bore it with as much show of aplomb as I could manage. One or two such interruptions during a lesson were usually enough to destroy its planned continuity... So I felt angry and frustrated when they rudely interrupted that which was being done purely for their own benefit.

One morning I was reading to them some simple poetry. Just when I thought I had inveigled them into active interest one of the girls, Monica Page, let the top of the desk fall; the noise seemed to reverberate in every part of my being and I felt a sudden burning anger.

**Answer the following questions:**

*Why was the teacher dissatisfied with his class's attitude to him?*

*What do you think the teacher did? What would you do if you were in the same situation?*

#### Part 4

I looked at her for some moments before daring to open my mouth; she returned my gaze, then casually remarked to the class at large: “The bleeding thing won’t stay up.” It was all rather deliberate, the noisy interruption and the crude remark, and it heralded the third stage of their conduct. From then on the words “bloody” or “bleeding” were hardly ever absent from any remark they made to one another especially in the classroom. They would call out to each other on any silly pretext and refer to the “bleeding” this or that, and always in a voice loud enough for my ears. One day during an arithmetic period I played right into their hands. I was so overcome by anger and disgust that I completely lost my temper ... I went upstairs and sat in the library, the only place where I could be alone for a little while. I felt sick at heart, because it seemed that this latest act, above all others, was intended to display their utter disrespect for me. They seemed to have no sense of decency, these children; everything they said or did was colored by an ugly viciousness, as if their minds were forever rooting after filth. “Why, oh why,” I asked myself, “did they behave like that? What was wrong with them?”

*Why didn't the narrator do anything to stop the third stage of the pupils' behaviour? Give reasons for your answer.*

## V. GLOSSARIY

Termin	Ingliz tilidagi sharhi	O'zbek tilidagi sharhi
<b>Academic language</b>	language used in the learning of academic subject matter in formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language, and speech registers related to each field of study.	Rasmiy maktab sharoitida o'quv predmetini o'rganishda foydalaniladigan akademik til ; tilning savodxonlik va akademik yutuqlari bilan chambarchas bog'liq bo'lgan aspektlari, shu jumladan o'ziga xos akademik atamalar yoki texnik til va har bir ta'lim sohasiga tegishli nutq registrlari.
<b>Accent</b>	This can mean word stress – control has the accent on the second syllable but we use it to mean the pronunciation used by some speakers – a regional or class accent.	Bu so'z urg'uni anglatishi mumkin - nazorat ikkinchi bo'g'inga urg'u beradi, ammo biz uni ba'zi so'zlovchilar tomonidan ishlatiladigan talaffuz - mintaqaviy yoki sinfiy talaffuz ma'nosida ishlatamiz.
<b>Accuracy order</b>	Learners learn and produce the L2 with varying degrees of accuracy at different stages of development, perhaps corresponding to the acquisition order.	O'qituvchilar L2 ni rivojlanishning turli bosqichlarida, ehtimol o'zlashtirish tartibiga mos keladigan turli darajadagi aniqlik bilan o'rganadilar va qo'llaydilar.
<b>Acquisition</b>	A term used to describe language being absorbed without conscious effort; i.e. the way children pick up their mother tongue. Language acquisition is often contrasted with language learning. The internalization of rules and formulas which are then used to communicate in the L2. For some researchers, such as Krashen, 'acquisition' is unconscious and spontaneous, and 'learning' is conscious, developing through formal study.	Tilni ongni ishlatmay turib singdirilishini tavsiflash uchun ishlatiladigan atama; ya'ni bolalarning ona tilini olish uslubi. Tilni egallash ko'pincha tilni o'rganish bilan taqqoslanadi. L2-da aloqa qilish uchun ishlatiladigan qoidalar va formulalarning ichki holati. Krashen kabi ba'zi tadqiqotchilar uchun "o'zlashtirish" ongsiz va o'z-o'zidan paydo bo'ladi, va "o'rganish" ongli bo'lib, rasmiy o'rganish orqali rivojlanadi.
<b>Active</b>	<b>The words and phrases which a</b>	Ta'lim oluvchi nutqda va yozishda foydalanishi mumkin bo'lgan so'zlar

<b>Vocabulary</b>	<b>learner is able to use in speech and writing. Contrasted with Passive Vocabulary</b>	va iboralar. Passiv lug'atdan farq qiladi
<b>Aids to Teaching</b>	(a) Visual: Blackboard, whiteboard, overhead projector, realia, posters, wall charts, flipcharts, maps, plans, flashcards, word cards, puppets. (b) Electronic: Tape recorder, TV or video player, computer, CD Rom, language laboratory.	(a) Vizual: doska, oq doska, proektor, realiya, plakatlar, devor jadvallari, flipchartlar, xaritalar, rejalar, kartochkalar, so'z kartalari, qo'g'irchoqlar. (b) Elektron: magnitofon, televizor yoki video pleyer, kompyuter, CD-rom, lingafon.
<b>Applied Linguistics</b>	The study of the relationship between theory and practice. The main emphasis is usually on language teaching, but can also be applied to translation, lexicology, among others.	Nazariya va amaliyot o'rtasidagi bog'liqlikni o'rganish. Asosan e'tibor odatda tilni o'rgatishga qaratiladi, ammo tarjima, leksikologiya va boshqalarga ham qaratiladi.
<b>Aptitude</b>	The specific ability a learner has for learning a second language. This is separate from intelligence.	O'quvchining ikkinchi tilni o'rganish uchun o'ziga xos qobiliyati. Bu intellektdan ajralib turadi.
<b>Assessment standards</b>	Statements that establish guidelines for evaluating student performance and attainment of content standards; often include philosophical statements of good assessment practice (see performance standards).	Talabalar faoliyatini va tarkib standartlariga erishishni baholash bo'yicha ko'rsatmalarni belgilaydigan bayonotlar; ko'pincha yaxshi baholash amaliyotining falsafiy bayonotlarini o'z ichiga oladi (ishlash standartlariga qarang).
<b>Attitudes</b>	Learners possess sets of beliefs about language learning, target culture, culture, teacher, learning tasks, etc. These beliefs are referred to as attitudes. They influence learning in a number of ways.	O'quvchilar tilni o'rganish, maqsadli madaniyat, madaniyat, o'qituvchi, o'quv vazifalari va h.k.larga oid bir qator e'tiqodlarga ega. Ushbu e'tiqodlar munosabat deb ataladi. Ular o'rganishga bir necha jihatdan ta'sir qiladi.
<b>Audacity</b>	Audio blogging software.	Ovozli dastur
<b>Audio-Lingual</b>	Listen and speak: this method considers	Tinglang va gapiring: bu usul tinglash



<b>Method:</b>	listening and speaking the first tasks in language learning, followed by reading and writing. There is considerable emphasis on learning sentence patterns, memorization of dialogues and extensive use of drills.	va gapirishni tilni o'rganishda birinchi vazifalarni, so'ngra o'qish va yozishni rivojlantiradi. Gaplarning shakllarini o'rganish, dialoglarni yodlash va mashqlardan keng foydalanishga katta ahamiyat beriladi.
<b>Authentic Language</b>	Real or natural language, as used by native speakers of a language in real-life contexts; not artificial or contrived for purposes of learning grammatical forms or vocabulary.	Haqiqiy yoki tabiiy til, bu ona tilida so'zlashuvchilar tomonidan real hayotda qo'llaniladi; grammatik shakllar yoki so'z boyligini o'rganish uchun sun'iy yoki o'ylab topilmagan.
<b>Authentic Materials</b>	Unscripted materials or those which have not been specially written for classroom use, though they may have been edited. Examples include newspaper texts and TV broadcasts.	Yozilmagan materiallar yoki sinfda foydalanish uchun maxsus yozilmagan materiallar, garchi ular tahrir qilingan bo'lsa ham. Bunga misol qilib gazeta matnlari va televizion eshittirishlarni olishimiz mumkin.
<b>Authentic Task</b>	A task which involves learners in using language in a way that replicates its use in the 'real world' outside the language classroom. Filling in blanks, changing verbs from the simple past to the simple present and completing substitution tables are, therefore, not authentic tasks. Examples of authentic tasks would be answering a letter addressed to the learner, arguing a particular point of view and comparing various holiday brochures in order to decide where to go for a holiday: See pedagogic task.	O'quvchilarni tilni sinfdan tashqaridagi "haqiqiy dunyoda" ishlatishlariga undaydigan vazifa. Bo'shliqlarni to'ldirish, fe'llarni o'tgan zamondan hozirgi zamonga o'zgartirish va almashtirish jadvallarini to'ldirish, shuning uchun haqiqiy vazifalar emas. Ta'tilga qaerga borishni hal qilish uchun o'quvchiga yuborilgan maktubga javob berish, muayyan nuqtai nazarni muhokama qilish va turli xil bayram risolalarini taqqoslash haqiqiy savollarga misol bo'lishi mumkin: Pedagogik vazifaga qarang.
<b>Authentic Text</b>	A text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel,	Tilni o'qitish maqsadida yozilmagan yoki og'zaki bo'lmagan matn. Gazetadagi maqola, rok qo'shig'i,

	a radio interview and a traditional fairy tale are examples of authentic texts. A story written to exemplify the use of reported speech, a dialogue scripted to exemplify ways of inviting and a linguistically simplified version of a novel would not be authentic texts: See simplified texts; text.	roman, radio intervyusi va an'anaviy ertak haqiqiy matnlarning namunalari. O`zlashgan nutqdan foydalanishni misol qilib ko`rsatish uchun yozilgan hikoya, taklif qilish usullarini misol qilib yozgan dialog va romanning lingvistik jihatdan soddalashtirilgan versiyasi haqiqiy matn bo`lmaydi: soddalashtirilgan matnlarga qarang; matn.
<b>Behaviorist Learning theory</b>	This a general theory of learning, developed by B F Skinner. It sees learning as the formation of habits. Environmental factors (input, teacher, classroom, etc.) are seen as more important than the student's mental, internal factors.	Bu B.F. Skinner tomonidan ishlab chiqilgan umumiy ta'lim nazariyasi. U o`rganishni odatlarning shakllanishi deb biladi. Atrof-muhit omillari (kirish, o`qituvchi, sinf xonasi va boshqalar) talabning aqliy, ichki omillaridan ko`ra muhimroq hisoblanadi.
<b>Biculturalism</b>	Near native like knowledge of two cultures; includes the ability to respond effectively to the different demands of these two cultures.	Bir-biriga yaqin ikki madaniyatni bilish; ushbu ikki madaniyatning turli xil talablariga samarali javob berish qobiliyatini o`z ichiga oladi.
<b>Bilingual instruction</b>	Provision of instruction in school settings through the medium of two languages, a native and a second language; the proportion of the instructional day delivered in each language varies by the type of the bilingual education program in which instruction is offered and the goals of said program.	Maktab sharoitida ikkita- ikkinchi va ona tillari orqali o`qitishni ta'minlash; har bir tilda o`qitiladigan kunning nisbati ta'lim beriladigan ikki tilli ta'lim dasturining turiga va ushbu dasturning maqsadlariga qarab farq qiladi.
<b>Bilingualism</b>	Being able to communicate effectively in two or more languages, with more or less the same degree of proficiency.	Ikki yoki undan ortiq tilda, ozmi-ko`pmi bir xil darajadagi malaka bilan samarali muloqot qila olish.

<b>Blended Learning</b>	Learning which involves a combination of e-learning and face-to-face learning.	Elektron ta'lim va yuzma-yuz o'rganish turlarini o'z ichiga olgan ta'lim.
<b>CALL (Computer Assisted Language Learning)</b>	An approach to language teaching and learning which uses computer technology.	Kompyuter texnologiyalaridan foydalanadigan tilni o'qitish va o'rganishga yondashuv.
<b>CBT</b>	Computer Based Testing.	Kompyuter asosida test o'tkazish
<b>Cognate</b>	Cognates are words from different languages which are related historically; for example, English bath – German bad or English yoke – Hindi yoga. Beware of False Friends however.	Kognitlar - bu tarixiy jihatdan bir-biriga bog'liq bo'lgan turli tillardan kelgan so'zlar; Masalan, ingliz hammomi - nemis bad yoki ingliz bo'yinturug'i - hind yoga. Ammo yolg'onchi do'stlardan ehtiyot bo'ling.
<b>Collocation</b>	The tendency for words to occur regularly with others: sit/chair, house/garage.	So'zlarning boshqa so'zlar bilan muntazam ravishda paydo bo'lish tendentsiyasi: o'tirish / stul, uy / garaj.
<b>Common Core</b>	The central part of the course or syllabus; or the elements of a language vital to any teaching program.	Kurs yoki o'quv rejasining markaziy qismi; yoki har qanday o'quv dasturi uchun muhim bo'lgan til elementlari.
<b>Communication Strategies</b>	Strategies for using L2 knowledge. These are used when learners do not have the correct language for the concept they wish to express. Thus they use strategies such as paraphrase and mime: See learner strategies and production strategies.	L2 bilimlaridan foydalanish strategiyalari. Ular o'quvchilar ifoda etishni istagan tushunchaning muqobili bo'lmaganda qo'llaniladi. Shunday qilib, ular parafraz va imo-ishora kabi strategiyalardan foydalanadilar: O'quvchilarning strategiyalari va tildan foydalanish strategiyalariga qarang.
<b>Communicative Approaches</b>	Approaches to language teaching which aim to help learners to develop communicative competence (i.e., the ability to use the language effectively for communication). A weak	O'quvchilarga kommunikativ kompetentsiyani rivojlantirishga yordam beradigan tilni o'qitishga yondashuvlar (ya'ni, muloqot uchun tildan samarali foydalanish qobiliyati).

	<p>communicative approach includes overt teaching of language forms and functions in order to help learners to develop the ability to use them for communication. A strong communicative approach relies on providing learners with experience of using language as the main means of learning to use the language. In such as approach, learners, for example, talk to learn rather than learn to talk.</p>	<p>Zaif kommunikativ yondashuv o`quvchilarga muloqot uchun foydalanish qobiliyatini rivojlantirishga yordam berish uchun til shakllari va funksiyalarini ochiq o`qitishni o`z ichiga oladi. Kuchli kommunikativ yondashuv o`quvchilarga tildan foydalanishni o`rganishning asosiy vositasi sifatida tildan foydalanish tajribasini taqdim etishga bog`liq. Bunday yondashuvda, masalan, o`quvchilar gapirishni o`rganishdan ko`ra o`rganish uchun gapirishadi.</p>
<b>Communicative Competence</b>	<p>The ability to use the language effectively for communication. Gaining such competence involves acquiring both sociolinguistic and linguistic knowledge (or, in other words, developing the ability to use the language accurately, appropriately, and effectively).</p>	<p>Aloqa uchun tildan samarali foydalanish qobiliyati. Bunday malakaga ega bo`lish sotsiolingvistik va lingvistik bilimlarni egallashni o`z ichiga oladi (yoki boshqacha qilib aytganda, tildan to`g`ri, o`rinli va samarali foydalanish qobiliyatini rivojlantirish).</p>
<b>Communicative Functions</b>	<p>Purposes for which language is used; includes three broad functions: communicative, integrative, and expressive; where language aids the transmission of information, aids affiliation and belonging to a particular social group, and allows the display of individual feelings, ideas, and personality.</p>	<p>Tilni qo`llashdan maqsad uchta keng funktsiyani o`z ichiga oladi: kommunikativ, integral va ifodali; bu yerda til ma'lumot uzatishda yordam beradi, ma'lum bir ijtimoiy guruhga mansubligi va tegishli bo`lishiga yordam beradi va individual his-tuyg`ular, g`oyalar va shaxsiyatni namoyish etishga imkon beradi.</p>
<b>Communicative Language Teaching</b>	<p>An approach concerned with the needs of students to communicate outside the classroom; teaching techniques reflect this in the choice of language content</p>	<p>O`quvchilarning sinfdan tashqari muloqot qilish ehtiyojlari bilan bog`liq bo`lgan yondashuv; o`qitish texnikasi buni til mazmuni va materiallarini</p>

	and materials, with emphasis on role play, pair and group work, among others.	tanlashda aks ettiradi, bunda rolli o`yin, juftlik va guruhda ishlashga alohida e'tibor beriladi.
<b>Comprehensible Output</b>	The language produced by the learner (the 'output') may be comprehensible or incomprehensible. The efforts learners make to be comprehensible may play a part in acquisition.	O`quvchi tomonidan muloqot jarayonida foydalanilayotgan til ("chiqish") tushunarli yoki tushunarsiz bo`lishi mumkin. O`quvchilarning nutqi tushunarli bo`lishi uchun qilgan harakatlari bilim egallashda muhim rol o`ynashi mumkin.
<b>Content Words</b>	Words with a full meaning of their own; nouns, main verbs (is not auxiliary or modal verbs), adjectives and many adverbs. Contrasted with structure words.	O`zining to`liq ma'nosiga ega so`zlar; otlar, asosiy fe'llar (ya'ni yordamchi yoki modal fe'llar emas), sifatlar va ko`plab ravishlar. Tarkibiy so`zlar bilan qarama-qarshi.
<b>Content-based E.S.L.</b>	A model of language education that integrates language and content instruction in the second language classroom; a second language learning approach where second language teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing second language, content, cognitive and study skills.	Ikkinchi til o`tiladigan sinfda til va mazmuni o`qitishni birlashtirgan til ta'limi modeli; ikkinchi tilni o`qitish metodida o`qituvchilar akademik o`qitish sohalaridan ikkinchi tilni o`qitish uslublari, o`quv materiallari, o`quv vazifalarini bilish va o`rganish qobiliyatlarini rivojlantirish vositasi sifatida ishlatishadi.
<b>Corpus (s.); Corpuses, Corpora (pl.)</b>	A corpus is an amount of collected texts, held in a computer, which can be accessed and analyzed by means of a concordancer. Corpuses can be based on spoken text, or on written text. Well-known corpuses are the British National Corpus, and the COBUILD Bank of English corpus.	Korpus - bu kompyuterda saqlanadigan yig`ilgan matnlarning bir qismi, ularga konkordans yordamida kirish va tahlil qilish mumkin. Korpuslar og`zaki matnga yoki yozma matnga asoslangan bo`lishi mumkin. Taniqli korpuslar - British National Corpus va COBUILD Bank of English corpus.

<b>Contextualization</b>	Placing the target language in a realistic setting, so as to be meaningful to the student.	Talabaga tushunarli bo'lishi uchun maqsadli tilni real sharoitda joylashtirish.
<b>Contrastive Analysis Hypothesis</b>	According to this hypothesis, L2 errors are the result of differences between the learner's first language and the target language, and these differences can be used to identify or predict errors that will occur.	Ushbu gipotezaga ko'ra, L2 xatolari o'quvchining birinchi tili va tarjima qilingan til o'rtasidagi farqlarning natijasidir va bu farqlar yuzaga keladigan xatolarni aniqlash yoki bashorat qilish uchun ishlatilishi mumkin
<b>Content Management System</b>	A web-based software system allowing for the management of large quantities of content (documents, multimedia, etc) and the collaborative creation of documents.	Ko'p miqdordagi hajmni (hujjatlar, multimedia va boshqalarni) boshqarish va hujjatlarni birgalikda yaratishga imkon beruvchi veb-dasturiy ta'minot tizimi.
<b>Cooperative/Collaborative Group</b>	A grouping arrangement in which positive interdependence and shared responsibility for task completion are established among group members; the type of organizational structure encouraging heterogeneous grouping, shared leadership, and social skills development.	Guruh a'zolari o'rtasida ijobiy o'zaro bog'liqlik va vazifani bajarish uchun umumiy mas'uliyat o'rnatiladigan guruhlash tartibi; geterogen guruhlarni, umumiy etakchilikni va ijtimoiy ko'nikmalarni rivojlantirishni rag'batlantiradigan tashkiliy tuzilma turi.
<b>Course book</b>	A textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually focuses on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking: See supplementary materials.	Kurs uchun asosiy materiallarni taqdim etadigan darslik. U bitta kitobda iloji boricha ko'proq ma'lumot berishni maqsad qilgan va o'quvchilar kurs davomida foydalanishi kerak bo'lgan yagona kitob bo'lib xizmat qilishi uchun mo'ljallangan. Bunday kitob odatda grammatika, so'z boyligi, talaffuzi, funktsiyalari va o'qish, yozish, tinglash va so'zlash qobiliyatlariga qaratilgan: Qo'shimcha materiallarga qarang.

<b>Competence</b>	Ability to function according to the cultural rules of more than one cultural system; ability to respond in culturally sensitive and appropriate ways according to the cultural demands of a given situation.	Bir nechta madaniy tizimning madaniy qoidalariga muvofiq ishlash qobiliyati; ma'lum bir vaziyatning madaniy talablariga muvofiq madaniy jihatdan sezgir va mos usullarda javob berish qobiliyati.
<b>Cue Cards</b>	Cards with words or pictures on them which are used to encourage student response, or pair and group work.	O'quvchilarning javobini yoki juftlik va guruh ishlarini rag'batlantirish uchun ishlatiladigan so'zlar yoki rasmlar bo'lgan kartalar.
<b>Culture</b>	The sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes, and artifacts; also involves traditions, habits or customs; how people behave, feel and interact; the means by which they order and interpret the world; ways of perceiving, relating and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating, and acting.	Xalq hayotining umumiy yig'indisi; me'yorlar, o'rganilgan xulq-atvor qoidalari, munosabat va artefaktlarni o'z ichiga oladi; shuningdek, urf-odatlarini o'z ichiga oladi; odamlar o'zini qanday tutishi, his qilishi va o'zaro aloqasi; belgilangan ijtimoiy me'yorlar asosida voqealarni idrok etish, bog'lash va talqin qilish usullari; idrok etish, ishonish, baholash va harakat qilish uchun standartlar tizimi.
<b>Direct Method</b>	The most common approach in TEFL, where language is taught through listening and speaking. There may be little or no explicit explanation dealing with syntax or grammatical rules, nor translation into the mother tongue of the student – inductive learning rather than deductive.	TEFLda eng keng tarqalgan yondashuv, bunda til tinglash va gapirish orqali o'rgatiladi. Sintaksis yoki grammatik qoidalar bilan bog'liq aniq tushuntirishlar yoki talabning ona tiliga tarjima qilish - deduktiv emas, balki induktiv ta'lim orqali olib boriladi.
<b>Digital Divide</b>	The gap between those with access to technology and those without.	Texnologiyalarga ega bo'lganlar va ulardan foydalana olmaydiganlar orasidagi farq
<b>Discussion Group</b>	An electronic list in which list members correspond by email to discuss issues of	Elektron ro'yxat, unda ro'yxat a'zolari guruhni qiziqtirgan masalalarni



	interest to the group. A discussion group will typically not only receive and send emails, but will also have access to a group website where they can save and share files, use chat, and read other members' profiles.	muhokama qilish uchun elektron pochta orqali yozishadi. Muhokama guruhi odatda nafaqat elektron pochta xabarlarini qabul qiladi va yuboradi, balki ular fayllarni saqlash va almashish, suhbatdan foydalanish va boshqa a'zolarning profillarini o'qish uchun guruh veb-saytiga kirish huquqiga ega bo'ladi.
<b>Discourse</b>	Unit of language greater than a sentence: language in action or performance communicatively.	Tilning gapdan kattaroq birligi: harakatdagi yoki kommunikativ ravishda ishlatiladigan til.
<b>Discussion List</b>	A mailing list that enables and encourages discussion.	Muhokamani ta'minlaydigan va rag'batlantiradigan pochta ro'yxati
<b>E-learning</b>	An abbreviation for electronic C learning and refers to learning which involves the use of electronic media, such as the Internet, CD-ROMs, DVDs, or mobile devices such as MP3 players and PDAs (Personal Digital Assistants). e-learning can be face-to face or distance.	Elektron C o'qitishning qisqartmasi va Internet, CD-ROM, DVD yoki MP3 pleer va PDA (Shaxsiy raqamli yordamchilar) kabi mobil qurilmalar kabi elektron vositalardan foydalanishni o'z ichiga olgan ta'limni anglatadi. Elektron ta'lim yuzma-yuz yoki masofadan turib bo'lishi mumkin.
<b>E.F.L.</b>	English as a foreign language.	Ingliz tili chet tili sifatida
<b>E.S.L. L2:</b>	English as a Second Language. The field of English as a second language; courses, classes and/or programs designed for students learning English as an additional language.	Ingliz tili ikkinchi til sifatida. Ikkinchi til sifatida ingliz tili sohasi; ingliz tilini qo'shimcha til sifatida o'rganayotgan talabalar uchun mo'ljallangan kurslar, darslar va / yoki dasturlar.
<b>E.S.O.L. student</b>	English to speakers of other languages; refers to learners who are identified as still in the process of acquiring English as an additional language; students who may not speak English at all or, at least, do not speak, understand, and write	Boshqa tillarda so'zlashuvchilar uchun ingliz tili; ingliz tilini qo'shimcha til sifatida o'rganilish jarayonayotgan hali o'quvchilarga ishora qiladi; ingliz tilini umuman bilmasligi mumkin yoki hech bo'lmaganda ingliz tilida



	English with the same facility as their classmates because they did not grow up speaking English (rather they primarily spoke another language at home).	gaplashmaydigan, tushunmaydigan va ingliz tilida yozadigan sinfdoshlari bilan bir xil sharoitda yozadigan o'quvchilar, chunki ular ingliz tilida katta bo'lmaganligi sababli (ular asosan uyda boshqa tilda gaplashishgan).
<b>E.S.P.</b>	English for Specific Purposes; e.g., for business, science and technology, medicine among others.	Aniq maqsadli ingliz tili; masalan, biznes, fan va texnika, tibbiyot uchun.
<b>EAP</b>	English for Academic Purposes – The study or teaching of English with specific reference to an academic (usually a university- or college-based) course.	Akademik maqsadlar uchun ingliz tili - akademik (odatda universitet yoki kollej bazasida) kursga aniq havola qilingan ingliz tilini o'rganish yoki o'qitish.
<b>EFL</b>	English as a Foreign Language – English language programs in countries where English is not the common or official language. It is used in American university programs where international students study English although the use of the word “foreign” is now avoided in some schools because of its xenophobic connotations.	Chet til sifatida ingliz tili - ingliz tili dasturlari ingliz tili umumiy yoki rasmiy til bo'lmagan mamlakatlarda. Xalqaro talabalar ingliz tilini o'rganadigan Amerika universitetlari dasturlarida qo'llaniladi, ammo hozirgi paytda ba'zi maktablarda ksenofobik ma'noga ega bo'lganligi sababli "xorijiy" so'zidan foydalanish taqiqlangan.
<b>Elementary</b>	Students at this level may have a vocabulary of up to 1000 words and will probably be learning or practicing present simple and continuous tenses, past simple and present perfect, will/shall, 'going to' futures. They should be able to hold simple conversations and survive in everyday situations.	Ushbu darajadagi talabalar 1000 ta so'zdan iborat so'z birikmalariga ega bo'lishi mumkin va ehtimol, hozirgi oddiy va hozirgi zamon, tugallangan, kelasi, “-moqchi” oborotini o'rganish yoki mashq qilishadi. Ular oddiy suhbatlar o'tkazishlari va kundalik vaziyatlarda foydalana olishlari kerak.
<b>ELL</b>	English Language Learner—a term that	Ingliz tilini o'rganuvchi - bu

	has become popular in California designed to replace the acronym "LEP" (see below) which many teachers felt to be pejorative.	Kaliforniya shtatida keng tarqalgan atama bo'lib, "LEP" qisqartmasi o'rnini bosishga mo'ljallangan (quyida ko'rib chiqing), ko'plab o'qituvchilar buni haqoratli so'z deb qabul qiladilar.
<b>ELT</b>	English Language Teaching or Training—A term coined in the UK and designed to replace EFL. It is in use around the world but has yet to catch on in the USA.	Ingliz tilini o'qitish yoki o'rgatish - Buyuk Britaniyada ishlab chiqarilgan va EFL o'rnini bosish uchun mo'ljallangan atama. U butun dunyoda qo'llanilmoqda, ammo AQShda hali qo'lga kiritilmagan.
<b>EOP</b>	English for Occupational Purposes.	Kasbiy maqsadlar uchun ingliz tili.
<b>Error Analysis</b>	In this procedure, samples of learner language are collected and the errors are identified, described, and classified according to their hypothesized causes. The errors are then evaluated for relative seriousness.	Ushbu jarayonda o'quvchi tilining namunalari to'planadi, va xatolar aniqlanadi, tavsiflanadi va faraz qilingan sabablarga ko'ra tasniflanadi. Keyin xatolar nisbatan jiddiyligiga qarab baholanadi.
<b>ESL</b>	English as a Second Language – English language programs in countries where English is the dominant or official language. programs designed for non-English-speaking immigrants in the USA are ESL programs.	Ingliz tili ikkinchi til sifatida - ingliz tili dominant yoki rasmiy til bo'lgan mamlakatlarda ingliz tili dasturlari. AQShda ingliz tilida so'zlashmaydigan immigrantlar uchun mo'ljallangan dasturlar ESL dasturlari hisoblanadi.
<b>ESP</b>	English for Specific Purposes—a term that refers to teaching or studying English for a particular career (like law or medicine) or for business in general.	Muayyan maqsadlar uchun ingliz tili - ma'lum bir soha (qonun yoki tibbiyot kabi) yoki biznes uchun ingliz tilini o'qitish yoki o'rganishni anglatadigan atama.
<b>ETS</b>	(Educational Testing Service) Based in Princeton, NJ, the world's biggest examination board, administrators of the TOEFL student examination.	(Education Testing Service) Princeton, NJ, dunyodagi eng katta imtihon kengashi, TOEFL talabalar imtihonining ma'murlari.

<b>Extensive Reading</b>	Reading for general or global understanding, often of longer texts.	Umumiy yoki global tushunish uchun o`qish, ko`pincha uzunroq matnlar.
<b>False Friends</b>	Cognate words, or words accidentally similar in form, whose meaning is rather different in the two languages, e.g., English gentle – French gentil.	Shakli jihatidan tasodifan o`xshash bo`lgan, ammo ularning ma'nosi ikki tilda ancha farq qiladi, masalan, ingliz -nazokatli - frantsuz gentil.
<b>Feedback</b>	The response learners get when they attempt to communicate. This can involve correction, acknowledgement, requests for clarification, backchannel cues (e.g., “mmm”). Feedback plays an important role in helping learners to test their ideas about the target language.	O`quvchilar muloqot qilishga harakat qilganda javob olishadi. Bunga tuzatish, tan olish, tushuntirish so`rovlari, ishora (masalan, "mmm") kirishi mumkin. Qayta aloqa o`quvchilarga tarjima qilingan til haqidagi g`oyalarini sinab ko`rishda muhim rol o`ynaydi.
<b>Foreign language</b>	A language which is not normally used for communication in a particular society. Thus English is a foreign language in France and Spanish is a foreign language in Germany.	Odatda ma'lum bir jamiyatda muloqot qilish uchun foydalanilmaydigan til. Shunday qilib Frantsiyada ingliz tili, Germaniyada ispan tili chet tili hisoblanadi.
<b>Formal instruction</b>	This occurs in classrooms when teachers try to aid learning by raising the learners' consciousness about the target language rules. Formal instruction can be deductive (the learners are told the rules) or inductive (learners develop a knowledge of the rules through carrying out language tasks).	Bu sinflarda o`qituvchilar o`quvchilarning maqsadli til qoidalari to`g`risida ongini oshirish orqali o`rganishga yordam berishga harakat qilishganda sodir bo`ladi. Rasmiy o`qitish deduktiv (o`quvchilarga qoidalar aytiladi) yoki induktiv bo`lishi mumkin (o`quvchilar til bo`yicha topshiriqlarni bajarish orqali qoidalar to`g`risida bilimlarni rivojlantiradilar).
<b>Frequency</b>	The input language contains a range of linguistic forms which occur with varying frequency. The learner's output also contains a range of linguistic forms used with varying frequency. There is	Tildan foydalanish turli xil vaqt oralig`ida yuzaga keladigan bir qator lingvistik shakllarni o`z ichiga oladi. O`quvchining natijasi, shuningdek, turli xil chastotalarda ishlatiladigan bir

	evidence to show that input frequency matches output frequency. Function Words: See Structure Words.	qator lingvistik shakllarni o'z ichiga oladi. Kirish chastotasi chiqish chastotasiga mos kelishini ko'rsatadigan dalillar mavjud. Funktsional so'zlar: Tarkibiy so'zlarni ko'ring.
<b>Functions</b>	the things people do through language, for example, instructing, apologizing, complaining. Functional Approach: A course based on a functional approach would take as its starting point for language development, what the learner wants to do through language. Common functions include identifying oneself and giving personal facts about oneself; expressing moods and emotions.	odamlar til orqali qiladigan narsalar, masalan, ko'rsatma berish, kechirim so'rash, shikoyat qilish. Funktsional yondashuv: Funktsional yondashuvga asoslangan kurs, tilni rivojlantirish uchun boshlang'ich nuqtasi bo'lib, o'quvchi til orqali nima qilishni xohlaydi. Umumiy funktsiyalarga shaxsni aniqlash va o'zi haqida shaxsiy dalillarni berish kiradi; kayfiyat va hissiyotlarni ifodalash.
<b>Grading</b>	The order in which language items are taught. Systematic grading may reduce the difficulties of language learning by introducing the language in steps or stages.	Til predmetlarini o'rgatish tartibi. Tizimli baholash tilni bosqichma-bosqich kiritish orqali tilni o'rganishdagi qiyinchiliklarni kamaytirishi mumkin.
<b>Grammar-Translation method</b>	A method based upon memorizing the rules and logic of a language and the practice of translation. Traditionally the means by which Latin and Greek have been taught.	Til qoidalari va mantig'ini yodlash va tarjima qilish amaliyotiga asoslangan usul. An'anaviy ravishda lotin va yunon tillarini o'rgatish vositasi.
<b>Home language</b>	Language(s) spoken in the home by significant others (e.g., family members, caregivers) who reside in the child's home; sometimes used as a synonym for first language, primary language, or native language.	Bolaning uyida yashovchi odamlar (masalan, oila a'zolari, tarbiyachilar) tomonidan uyda til (lar); ba'zan birinchi til, asosiy til yoki ona tili uchun sinonim sifatida ishlatiladi.
<b>Hypothesis formation</b>	According to this concept, the learner forms hypotheses about the target-	Ushbu kontseptsiyaga muvofiq, o'quvchi maqsadli til qoidalari haqida

	language rules, and then tests them out. These are internalized rules, which are used in L2 communication.	farazlarni shakllantiradi va keyin ularni sinab ko`radi. Bu L2 aloqasida ishlatiladigan ichki qoidalar.
<b>Interactive Whiteboard (IWB)</b>	An electronically enhanced whiteboard, used in face-to-face teaching, which allows content from a computer screen to be projected onto the whiteboard. Images and text can be manipulated by using a special electronic pen.	Yuzma-yuz o`qitishda ishlatiladigan elektron takomillashtirilgan doska, bu kompyuter ekranidagi ma'lumotni doskada aks ettirishga imkon beradi. Maxsus elektron qalam yordamida tasvirlar va matnlarni boshqarish mumkin.
<b>Immersion Method</b>	This simulates the way in which children acquire their mother tongue. The learner is surrounded by the foreign language, with no deliberate or organized teaching programme. The learner absorbs the target language naturally without conscious effort.	Bu bolalarning ona tilini egallash usuliga taqlid qiladi. Bunda o`quvchi ma'lum bir ishlab chiqilgan dasturlarsiz ingliz tilini o`qitish muhitida yashaydi. O`quvchi maqsadli tilni ongli harakatlarsiz tabiiy ravishda o`zlashtiradi.
<b>Inductive Learning</b>	Learning to apply the rules of a language by experiencing the language in use, rather than by having the rules explained or by consciously deducing the rules.	Til qoidalarini tushuntirish yoki qoidalarni ongli ravishda xulosa chiqarib bilan emas, balki amaldagi tilni boshdan kechirish orqali qo`llashni o`rganish.
<b>Inferencing</b>	This is the means by which the learner forms hypotheses, through attending to input, or using the situational context to interpret the input.	Bu o`quvchi gipotezalarni shakllantirish usuli, tilni o`zlashtirish jarayonida qatnashish yoki uni sharhlash uchun vaziyat kontekstidan foydalanish.
<b>Input</b>	This constitutes the language to which the learner is exposed. It can be spoken or written. It serves as the data which the learner must use to determine the rules of the target language.	Bu o`quvchi ta'sir qiladigan tilni tashkil qiladi. U gapirish yoki yozish mumkin. Bu o`quvchi maqsadli til qoidalarini aniqlash uchun foydalanishi kerak bo`lgan ma'lumotlar sifatida xizmat qiladi.
<b>Intensive Reading</b>	Reading for specific understanding of information, usually of shorter texts.	Ma'lumotni, odatda qisqaroq matnlarni aniq tushunish uchun o`qish.

<b>Interactional tasks</b>	Tasks which promote communication and interaction. The idea behind this approach is that the primary purpose of speech is the maintenance of social relationships: See transactional tasks.	Muloqot va o'zaro aloqalarni rivojlantirishga yordam beradigan vazifalar. Ushbu yondashuvning g'oyasi shundaki, nutqning asosiy maqsadi ijtimoiy munosabatlarni saqlashdir: Tranzaktsion vazifalarni ko'ring
<b>Interference</b>	According to behaviorist learning theory, the patterns of the learner's mother tongue (L1) get in the way of learning the patterns of the L2. This is referred to as 'interference'.	Bixevioteristik ta'lim nazariyasiga ko'ra, o'quvchining ona tili namunalari (L1) L2 namunalarini o'rganishga to'sqinlik qiladi. Bu "interferensiya" deb nomlanadi.
<b>Interlanguage</b>	The learner's knowledge of the L2 which is independent of both the L1 and the actual L2. This term can refer to: i) the series of interlocking systems which characterize acquisition; ii) the system that is observed at a single stage of development (an 'interlanguage'); and iii) particular L1/L2 combinations.	O'quvchining L1 va haqiqiy L2 dan mustaqil bo'lgan L2 haqidagi bilimlari. Ushbu atama quyidagilarga ishora qilishi mumkin: i) o'zlashtirishni tavsiflovchi blokirovka qiluvchi tizimlar qatori; ii) rivojlanishning yagona bosqichida kuzatiladigan tizim ("tillararo"); va iii) alohida L1 / L2 kombinatsiyalari.
<b>Language awareness</b>	Approaches to teaching language which emphasise the value of helping learners to focus attention on features of language in use. Most such approaches emphasise the importance of learners gradually developing their own awareness of how the language is used through discoveries which they make themselves: See discovery activities.	O'quvchilarga e'tiborni ishlatilayotgan tilning xususiyatlariga qaratishda yordam berishning ahamiyatini ta'kidlaydigan tilni o'qitish uslublari. Bunday yondashuvlarning aksariyati o'quvchilar o'zlari yaratgan kashfiyotlar orqali asta-sekin tildan qanday foydalanish to'g'risida o'zlarining xabardorligini rivojlantirish muhimligini ta'kidlaydilar: kashfiyot faoliyatiga qarang.
<b>Language data</b>	Instances of language use which are used to provide information about how	Tildan qanday foydalanilganligi to'g'risida ma'lumot berish uchun

	the language is used. Thus a corpus can be said to consist of language data: See corpus.	foydalaniladigan tillardan foydalanish misollari. Shunday qilib korpus til ma'lumotlaridan iborat deyish mumkin: Korpusga qarang.
<b>Language Laboratory</b>	A room equipped with headphones and booths to enable students to listen to a language teaching programme, while being monitored from a central console. Labs may be Audio-Active (AA), where students listen and respond to a tape, or Audio-Active-Comparative (AAC), where they may record their own responses and compare these with a model on the master tape.	O`quvchilarga tilni o`rgatish dasturini tinglash uchun minigarnituralar va kabinalar bilan jihozlangan xona, shu bilan birga markaziy konsoldan nazorat olib boriladi. Laboratoriyalar Audio-Active (AA) bo`lishi mumkin, bu erda talabalar lentani tinglashadi va unga javob berishadi yoki Audio-Active-Comparative (AAC), ular o`zlarining javoblarini yozib olishlari va ularni asosiy lentadagi model bilan taqqoslashlari mumkin.
<b>Language practice</b>	Activities which involve repetition of the same language point or skill in an environment which is controlled by the framework of the activity. The purpose for language production and the language to be produced are usually predetermined by the task of the teacher. The intention is not to use the language for communication but to strengthen, through successful repetition, the ability to manipulate a particular language form or function. Thus getting all the students in a class who already know each other repeatedly to ask each other their names would be a practice activity: See language use.	Faoliyat doirasi tomonidan boshqariladigan muhitda bir xil til nuqtai nazarini yoki ko`nikmalarni takrorlashni o`z ichiga olgan amaliyot. Tildan foydalanish maqsadi va foydalaniladigan til odatda o`qituvchining vazifasi bilan belgilanadi. Maqsad tilni aloqa uchun ishlatish emas, balki muvaffaqiyatli takrorlash orqali ma'lum bir til shakli yoki funktsiyasini boshqarish qobiliyatini mustahkamlashdir. Shunday qilib, allaqachon bir-birini tanigan sinfdagi barcha o`quvchilarni bir-birlaridan ismlarini so`rashlari mashq qilish amaliyoti bo`ladi: Tildan foydalanishni ko`ring.
<b>Language proficiency</b>	The level of competence at which an individual is able to use language for	Shaxs tilni ham asosiy kommunikativ vazifalar, ham o`quv maqsadlari uchun



	both basic communicative tasks and academic purposes.	ishlatishi mumkin bo'lgan vakolatlar darajasi.
<b>Language use</b>	Activities which involve the production of language in order to communicate. The purpose of the activity might be predetermined but the language which is used is determined by the learners. Thus, getting a new class of learners to walk round and introduce themselves to each other would be a language use activity, and so would be getting them to complete a story.	Muloqot qilish uchun tildan foydalanishni o'z ichiga olgan amaliyot. Faoliyatning maqsadi oldindan belgilab qo'yilgan bo'lishi mumkin, ammo foydalaniladigan tilni o'quvchilar aniqlaydilar. Shunday qilib, o'quvchilarning yangi sinfini aylanib yurishlari va o'zlarini bir-birlari bilan tanishtirishlari, bu tildan foydalanish faoliyati va shu bilan birga hikoyani yakunlashlariga olib keladi.
<b>Language variety</b>	Variations of a language used by particular groups of people, includes regional dialects characterized by distinct vocabularies, speech patterns, grammatical features, and so forth; may also vary by social group (sociolect) or idiosyncratically for a particular individual (idiolect).	Odamlarning ma'lum guruhlari tomonidan qo'llaniladigan tilning xilma-xilligi, o'ziga xos so'z birikmalari, nutq uslublari, grammatik xususiyatlari va boshqalar bilan ajralib turadigan hududiy lahjalarni o'z ichiga oladi; shuningdek, ijtimoiy guruhga (sotsiolekt) yoki ma'lum bir shaxs uchun o'ziga xos (idiolekt) uchun farq qilishi mumkin.
<b>Learning strategies</b>	These account for how learners accumulate new L2 rules and how they automate existing ones. They can be conscious or subconscious. These contrast with communication strategies and production strategies, which account for how the learners use their rule systems, rather than how they acquire them. Learning strategies may include metacognitive strategies (e.g., planning for learning, monitoring one's own comprehension and production,	Bular o'quvchilarning yangi L2 qoidalarini qanday to'plashlari va amaldagi qoidalarni qanday avtomatlashtirishlari bilan bog'liq. Ular ongli yoki ongsiz ravishda bo'lishi mumkin. Bu o'quvchilar o'zlarining qoida tizimlarini qanday egallashlarini emas, balki qanday ishlatishini hisobga oladigan aloqa strategiyalari va ishlab chiqarish strategiyalaridan farq qiladi. Ta'lim strategiyalari metakognitiv



	<p>evaluating one's performance); cognitive strategies (e.g., mental or physical manipulation of the material), or social/affective strategies (e.g., interacting with another person to assist learning, using self-talk to persist at a difficult task until resolution).</p>	<p>strategiyalarni o'z ichiga olishi mumkin (masalan, o'rganishni rejalashtirish, o'z tushunchasi va ishlab chiqarishini nazorat qilish, ish faoliyatini baholash); kognitiv strategiyalar (masalan, materialni aqliy yoki jismoniy manipulyatsiya qilish) yoki ijtimoiy / affektiv strategiyalar (masalan, o'rganishga yordam berish uchun boshqa odam bilan o'zaro aloqada bo'lish, o'z-o'zidan gaplashishni hal qilishgacha qiyin vazifada davom etish).</p>
<b>Learning styles</b>	<p>The way(s) that particular learners prefer to learn a language. Some have a preference for hearing the language (auditory learners), some for seeing it written down (visual learners), some for learning it in discrete bits (analytic learners), some for experiencing it in large chunks (global or holistic or experiential learners) and many prefer to do something physical whilst experiencing the language (kinaesthetic learners).</p>	<p>Muayyan o'quvchilar tilni o'rganishni afzal ko'radigan usul (lar). Ba'zilar tilni eshitishni afzal ko'rishadi (tinglovchilar), ba'zilari uni yozilgan holda ko'rish uchun (ingl. O'rganuvchilar), ba'zilari uni diskret bitlarda o'rganish uchun (analitik o'quvchilar), ba'zilari uni katta bo'laklarda (global yoki yaxlit yoki tajribali o'rganuvchilar) boshdan kechirishni afzal ko'rishadi. ) va ko'pchilik tilni boshdan kechirayotganda jismoniy ishni qilishni afzal ko'rishadi (kinetik o'quvchilar).</p>
<b>Learning</b>	<p>The internalization of rules and formulas which can be used to communicate in the L2. Krashen uses this term for formal learning in the classroom.</p>	<p>L2da aloqa qilish uchun ishlatilishi mumkin bo'lgan qoidalar va formulalarning ichki holati. Krashen ushbu atamani sinfda rasmiy o'rganish uchun ishlatadi.</p>
<b>Lexical set</b>	<p>A group or family of words related to one another by some semantic principle:</p>	<p>Bir-birlari bilan semantik printsip bo'yicha bog'liq bo'lgan so'zlar</p>

	eg lamb, pork, chicken, beef are all different types of meat and form a lexical set.	guruhi yoki oilasi: masalan, qo`zichoq, cho`chqa go`shti, tovuq, mol go`shti go`shtning har xil turlari bo`lib, leksik to`plamni tashkil qiladi.
<b>Linguistic Competence</b>	A broad term used to describe the totality of a given individual's language ability; the underlying language system believed to exist as inferred from an individual's language performance.	Muayyan shaxsning til qobiliyatining umumiylikini tavsiflash uchun ishlatiladigan keng atama; asosiy til tizimi shaxsning til ko`rsatkichlaridan kelib chiqqan holda mavjudligiga ishongan.
<b>Materials adaptation</b>	Making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximise the value of the book for their particular learners.	Materiallarni takomillashtirish yoki ularni ma'lum bir o`quvchi turiga moslashtirish uchun o`zgartirishlar kiritish. Moslashuvga qisqartirish, qo`shish, qoldirish, o`zgartirish va qo`shish kiradi. Aksariyat o`qituvchilar har bir darslikdan foydalangan holda materialni o`z o`quvchilari uchun kitobning qiymatini maksimal darajaga ko`tarish maqsadida moslashadi.
<b>Materials evaluation</b>	The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. Evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used. And it can also be post-use	Materiallarning qiymatini ularning maqsadlariga va ulardan foydalanadigan o`quvchilarning maqsadlariga nisbatan tizimli ravishda baholash. Baholash oldindan ishlatilishi mumkin va shuning uchun potentsial qiymatni bashorat qilishga qaratilgan. Bu foydalanish paytida bo`lishi mumkin va shuning uchun materiallar ishlatilayotganda o`quvchilar aslida nima qilayotganlarini tushunishga va tavsiflashga qaratilgan. Va bundan keyin foydalanish ham bo`lishi

		mumkin
<b>Materials</b>	Anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.	Til o'rganuvchilarni o'rgatishda yordam beradigan har qanday narsa. Materiallar darslik, ishchi daftar, kasseta, CD-Rom, videofilm, nusxa ko'chirilgan tarqatma material, gazeta, doskada yozilgan abzats shaklida bo'lishi mumkin: o'rganilayotgan til haqida ma'lumot beradigan har qanday narsa.
<b>Meaning-focused tasks</b>	These tasks focus on communication of meaning. Meaning-focused tasks do not provide practice activities which focus on individual linguistic components as a preliminary to engagement in communicative tasks. According to the meaning-focused approach, involvement in communicative tasks is all that is necessary to develop competence in a second language: See form-focused tasks.	Ushbu vazifalar ma'no kommunikatsiyasiga qaratilgan. Ma'noli yo'naltirilgan vazifalar kommunikativ vazifalarni bajarishga tayyorgarlik sifatida individual lisoniy tarkibiy qismlarga qaratilgan amaliy mashg'ulotlarni ta'minlamaydi. Ma'noli yo'naltirilgan yondashuvga ko'ra, kommunikativ vazifalarda qatnashish ikkinchi tilda vakolatni rivojlantirish uchun zarur bo'lgan narsadir: Shaklga yo'naltirilgan vazifalarni ko'ring.
<b>Micro-teaching</b>	A technique used on teacher training courses: a part of a lesson is taught to a small number of students. A variation of this is 'peer teaching', where the 'students' are often peers of the trainee teacher attending the same course.	O'qituvchilarni tayyorlash kurslarida qo'llaniladigan uslub: darsning bir qismi oz sonli o'quvchilarga o'rgatiladi. Buning xilma-xilligi "tengdoshlarga o'qitish" dir, bu erda "talabalar" ko'pincha bitta kursda qatnashayotgan stajer o'qituvchining tengdoshlari.
<b>Mixed Technological Ability</b>	A situation where a group of students have varying levels of computer skills.	Bir guruh talabalar kompyuterning turli darajadagi bilimlariga ega bo'lgan holat.
<b>Monitor</b>	Language learners and native speakers	Til o'rganuvchilar va ona tilida

	typically try to correct any errors in what they have just said. This is referred to as 'monitoring'. The learner can monitor vocabulary, phonology, or discourse. Krashen uses 'Monitoring' to refer the way the learner uses 'learnt' knowledge to improve naturally 'acquired' knowledge.	so`zlashuvchilar odatda ular aytgan jumlaridagi xatolarni tuzatishga harakat qilishadi. Bu "monitoring" deb nomlanadi. O`quvchi so`z boyligini, fonologiyani yoki nutqni kuzatishi mumkin. Krashen o`quvchining "o`rganilgan" bilimlardan tabiiy ravishda "olgan" bilimlarini takomillashtirish uchun qanday foydalanayotganiga murojaat qilish uchun "Monitoring" dan foydalanadi.
<b>Morphology</b>	The branch of linguistics which studies how words change their forms when they change grammatical function, i.e., their inflections swim – swam – swum – swimming – swimmer; cat – cats; mouse – mice; happy – happier – happily, among others: See also Syntax.	So`zlar grammatik funktsiyani o`zgartirganda shakllarini qanday o`zgartirishini o`rganadigan tilshunoslik bo`limi, ya'ni ularning burilishlari suzish - suzish - suzish - suzish; mushuk - mushuklar; sichqoncha - sichqonlar; baxtli - baxtli - baxtli va boshqalar qatorida: Shuningdek, sintaksisga qarang.
<b>Motivation</b>	This can be defined in terms of the learner's overall goal or orientation. 'Instrumental' motivation occurs when the learner's goal is functional (e.g. to get a job or pass an examination), and 'integrative' motivation occurs when the learner wishes to identify with the culture of the L2 group. 'Task' motivation is the interest felt by the learner in performing different learning tasks.	Buni o`quvchining umumiy maqsadi yoki yo`nalishi nuqtai nazaridan aniqlash mumkin. "Instrumental" motivatsiya o`quvchining maqsadi funktsional bo`lganida (masalan, ishga kirishish yoki imtihondan o`tish uchun) sodir bo`ladi, va "integral" motivatsiya o`quvchi L2 guruhining madaniyati bilan tanishishni xohlaganda paydo bo`ladi. "Vazifa" motivatsiyasi - bu o`quvchining turli xil o`quv vazifalarini bajarishga bo`lgan qiziqishi.
<b>Multilingualism</b>	Ability to speak more than two languages; proficiency in many	Ikkidan ortiq tillarda gaplashish qobiliyati; ko`plab tillarni bilish.

	languages.	
<b>Multi-media materials</b>	Materials which make use of a number of different media. Often they are available on a CD-Rom which makes use of print, graphics, video and sound. Usually such materials are interactive and enable the learner to receive feedback on the written or spoken language which they produce.	Turli xil ommaviy axborot vositalaridan foydalanadigan materiallar. Ko'pincha ular CD-ROMda mavjud bo'lib, u bosma, grafik, video va ovozdin foydalanadi. Odatda bunday materiallar interaktiv bo'lib, o'quvchiga yozma yoki og'zaki til haqida fikr-mulohazalar olish imkoniyatini beradi.
<b>Multiple intelligence</b>	A theory of intelligence that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. The theory of MI is based on the work of the psychologist Gardner who posits 8 intelligences.	Ta'lim jarayonida tan olinishi va rivojlanishi kerak bo'lgan ko'p o'lchovlarga ega bo'lgan inson aqlini tavsiflovchi aql nazariyasi. MI nazariyasi 8 ta intellektni yaratadigan psixolog Gardnerning ishiga asoslangan.
<b>M-learning</b>	Learning which involves the use of mobile electronic media, such as MP3 players, PDAs (Personal Digital Assistants) or mobile phones.	MP3 pleyerlar, PDA (shaxsiy raqamli yordamchilar) yoki mobil telefonlar kabi mobil elektron ommaviy axborot vositalaridan foydalanishni o'rganish.
<b>Native language</b>	Primary or first language spoken by an individual: (See L1).	Shaxs tomonidan gapiriladigan asosiy yoki birinchi til: (L1-ga qarang).
<b>Natural Approach</b>	Pioneered by Krashen, this approach combines acquisition and learning as a means of facilitating language development in adults.	Krashen tomonidan kashf qilingan ushbu yondashuv katta yoshlilar tilini rivojlantirishga ko'maklashish vositasi sifatida egallash va o'rganishni birlashtiradi.
<b>Nonverbal Communication</b>	Paralinguistic and non linguistic messages that can be transmitted in conjunction with language or without the aid of language; paralinguistic mechanisms include intonation, stress, rate of speech, and pauses or hesitations; non linguistic behaviors	Til bilan birgalikda yoki tilning yordamisiz uzatilishi mumkin bo'lgan paralinguistik va lingvistik bo'lmagan xabarlar; paralinguistik mexanizmlarga intonatsiya, stress, nutqning tezligi va pauzalar yoki ikkilanishlar kiradi; lisoniy bo'lmagan

	include gestures, facial expressions, and body language, among others.	xatti-harakatlarga imo-ishoralar, yuz ifodalari va tana harakati va boshqalar kiradi.
<b>Notions</b>	General concepts expressed through language such as temporality, duration, and quantity. Over-generalization: Language learners often produce errors which are extensions of general rules to items not covered by the rules. For example, 'I comed home' *. This is called 'over-generalization'.	Vaqtlilik, davomiylik va miqdor kabi til orqali ifodalangan umumiy tushunchalar. Haddan tashqari umumlashtirish: Til o`rganuvchilar ko`pincha xatolarga yo`l qo`yishadi, bu umumiy qoidalarning qoidalarga kiritilmagan narsalarga kengaytirilishi. Masalan, "Men uyga keldim" *. Bunga "haddan tashqari umumlashtirish" deyiladi.
<b>Pair Work</b>	A process in which students work in pairs for practice or discussion. particular career (like law or medicine) or for business in general.	Amaliyot yoki munozara uchun talabalar juftlikda ishlaydigan jarayon. ma'lum bir martaba (qonun yoki tibbiyot kabi) yoki umuman biznes uchun.
<b>Passive Vocabulary</b>	The vocabulary that students are able to understand compared to that which they are able to use. Contrasted with Active Vocabulary.	Talabalar foydalanishi mumkin bo`lgan narsalar bilan solishtirganda tushunadigan so`z boyligi. Faol so`z birikmasi bilan farq qiladi.
<b>Patterns</b>	These are a type of formulaic speech. They are unanalysed units which have open slots. For example: 'Can I have a .....?': See formulaic speech and routines.	Bu formulali nutqning bir turi. Ular ochiq uyalariga ega bo`lgan tahlil qilinmagan birliklardir. Masalan: "Menga ..... Bera olamanmi?": Formulali nutq va tartib-qoidalarga qarang.
<b>Pedagogic task</b>	In pedagogic tasks, learners are required to do things which it is extremely unlikely they would be called upon to do outside of the classroom. Completing one half of a dialogue, filling in the blanks in a story and working out the meaning of ten nonsense words from	Pedagogik vazifalarda o`quvchilar sinfdan tashqarida bajarishga chaqirilishi ehtimoldan yiroq bo`lgan narsalarni qilishlari talab qilinadi. Dialogning yarmini yakunlash, hikoyadagi bo`sh joylarni to`ldirish va matndagi maslahatlardan o`nta

	clues in a text would be examples of pedagogic tasks: See real-world tasks.	bema'nilik soʻzlarning ma'nosini ishlab chiqish pedagogik vazifalarga misol boʻla oladi: Haqiqiy vazifalarni koʻring.
<b>Peer Group</b>	Usually refers to people working or studying at the same level or in the same grouping; one's colleagues or fellow students.	Odatda bir xil darajada yoki bir xil guruhda ishlaydigan yoki oʻqiyotgan odamlarni nazarda tutadi; birining hamkasblari yoki guruhdoshlari.
<b>Performance standards</b>	Statements that refer to how well students are meeting a content standard; specify the quality and effect of student performance at various levels of competency (benchmarks) in the subject matter; specify how students must demonstrate their knowledge and skills and can show student progress toward meeting a standard.	Talabalarning kontent standartiga qanchalik mos kelishini bildiradigan bayonotlar; talabalar mavzusidagi turli darajadagi kompetensiyalar (etalonlar) da ishlash sifati va ta'sirini belgilash; talabalar qanday qilib oʻzlarining bilim va koʻnikmalarini namoyish etishlari kerakligini va talabalarga qanday qilib standartga muvofiqligini koʻrsatishi mumkinligini aniqlang.
<b>Process approach</b>	The process approach focuses on the means whereby learning occurs. The process is more important than the product. In terms of writing, the important aspect is the way in which completed text was created. The act of composing evolves through several stages as writers discover, through the process, what it is that they are trying to say: See product approach.	Jarayon yondashuvi ta'limni amalga oshiradigan vositalarga qaratilgan. Jarayon mahsulotga qaraganda muhimroq. Yozish nuqtai nazaridan muhim jihat - tugallangan matnni yaratish usuli. Bastakorlik faoliyati bir necha bosqichda rivojlanib boradi, chunki yozuvchilar ushbu jarayon davomida nimani aytmoqchi ekanliklarini aniqlaydilar: Mahsulot yondashuviga qarang.
<b>Product approach</b>	The product approach focuses on the end result of teaching/learning. In terms of writing, there should be something "resulting" from the composition lesson (e.g. letter, essay, story, etc.). This result should be readable,	Mahsulot yondashuvi ta'lim / ta'limning yakuniy natijalariga qaratilgan. Yozish nuqtai nazaridan kompozitsiya darsidan (masalan, xat, insho, hikoya va hk) "olingan" narsa boʻlishi kerak. Ushbu natija oʻqilishi



	grammatically correct and obeying discourse conventions relating to main points, supporting details and so on: See process approach.	mumkin, grammatik jihatdan to'g'ri bo'lishi va asosiy fikrlar, qo'llab-quvvatlovchi tafsilotlar va boshqalar bilan bog'liq nutq konvensiyalariga bo'ysunishi kerak: Jarayon yondashuviga qarang.
<b>Production strategies</b>	These refer to utilization of linguistic knowledge in communication. They do not imply any communication problem (cf., communication strategies) and they operate largely unconsciously: See communication strategies and learning strategies.	Bular lingvistik bilimlarni muloqotda ishlatilishini anglatadi. Ular hech qanday aloqa muammosini anglatmaydi (masalan, aloqa strategiyalari) va ular asosan ongsiz ravishda ishlaydi: aloqa strategiyalari va ta'lim strategiyalariga qarang.
<b>Peer-to-Peer (P2P)</b>	A technology that allows for informal networks of computers to share resources. In P2P networking, downloads are split into much smaller chunks of data and sent via the network of connected computers, enabling quicker file transfers.	Resurslarni almashish uchun kompyuterlarning norasmiy tarmoqlariga imkon beradigan texnologiya. P2P tarmog'ida yuklanishlar ma'lumotlarning ancha kichik qismlariga bo'linadi va ulangan kompyuterlar tarmog'i orqali yuboriladi va fayllarni tezroq uzatish imkoniyatini beradi.
<b>Rate of acquisition</b>	The speed at which the learner develops L2 proficiency. This is different to the 'route of acquisition'. Register: The kind of language used by particular groups for particular communicative situations, for example law register.	O'quvchining L2 malakasini rivojlantirish tezligi. Bu "o'zlashtirish yo'li" bilan farq qiladi. Ro'yxatdan o'tish: Muayyan kommunikativ vaziyatlar uchun muayyan guruhlar tomonidan ishlatiladigan til turi, masalan, qonun registri.
<b>S.L.A.</b>	This is an abbreviation for Second Language Acquisition and is normally used to refer to research and theory related to the learning of second and foreign languages.	Bu Ikkinchi tilni egallashning qisqartmasi bo'lib, odatda ikkinchi va chet tillarini o'rganish bilan bog'liq tadqiqot va nazariyaga murojaat qilish uchun ishlatiladi.
<b>Schema theory</b>	A theory of language processing based	O'tgan tajribalar bizni yangi



	on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences.	tajribalarni tushunishga yordam beradigan aqliy asoslarni yaratishga olib keladi degan tushunchaga asoslangan tilni qayta ishlash nazariyasi.
<b>Second language</b>	The term is used to refer to a language which is not a mother tongue but which is used for certain communicative functions in a society. Thus English is a second language in Nigeria, Sri Lanka and Singapore. French is a second language in Senegal, Cameroon and Tahiti: See foreign language.	Bu atama ona tili bo'lmagan, ammo jamiyatdagi ma'lum kommunikativ funktsiyalar uchun ishlatiladigan tilga nisbatan ishlatiladi. Shunday qilib ingliz tili Nigeriya, Shri-Lanka va Singapurda ikkinchi til hisoblanadi. Senegal, Kamerun va Taitida frantsuz tili ikkinchi til: Chet tilini ko'ring.
<b>Simplified texts</b>	These are texts which have been made simpler so as to make it easier for learners to read them. The usual principles of simplification involve reduction in length of the text, shortening of sentences, omission or replacement of difficult words or structures, omission of qualifying clauses and omission of non-essential detail. It is arguable, however, that such simplification might make the words easier to understand but could make it more difficult for the learners to achieve global understanding of a text which is now dense with important information. It might be more profitable to simplify texts by adding examples, by using repetition and paraphrase and by increasing redundant information. In other words, by lengthening rather than shortening the text.	Bu o'quvchilarga o'qishni osonlashtirishi uchun soddalashtirilgan matnlar. Oddiy soddalashtirish printsiplari matn uzunligini qisqartirish, jummalarni qisqartirish, qiyin so'zlarni yoki tuzilmalarni qoldirish yoki almashtirish, malakaviy bandlarni qoldirish va muhim bo'lmagan tafsilotlarni o'z ichiga oladi. Biroq, bunday soddalashtirish so'zlarni tushunishni osonlashtirishi mumkin, ammo o'quvchilar uchun hozirgi paytda muhim ma'lumotlar bilan to'ldirilgan matnni global tushunishga erishishni qiyinlashtirishi mumkin. Matnlarni misollar qo'shish, takrorlash va parafraza yordamida, ortiqcha ma'lumotlarni ko'paytirish orqali soddalashtirish yanada foydali bo'lishi mumkin. Boshqacha qilib aytganda, matnni qisqartirish o'rniga uzaytirish orqali.

<b>Supplementary materials</b>	Materials designed to be used in addition to the core materials of a course. They are usually related to the development of skills of reading, writing, listening or speaking rather than to the learning of language items: See course book.	Kursning asosiy materiallariga qo'shimcha ravishda foydalanishga mo'ljallangan materiallar. Ular odatda til predmetlarini o'rganish bilan emas, balki o'qish, yozish, tinglash yoki gapirish qobiliyatlarini rivojlantirish bilan bog'liq: Kurs kitobiga qarang.
<b>Student Blog</b>	A blog which an individual student sets up and maintains.	Talaba yaratadigan va yuritadigan shaxsiy blog.
<b>Synchronous</b>	Happening in real time. Synchronous communication is immediate, such as communication by instant messenger, or by telephone.	Haqiqiy vaqtda sodir bo'ladi. Sinxron aloqa zudlik bilan amalga oshiriladi, masalan, tezkor xabarchi yoki telefon orqali aloqa qilish.
<b>Target language</b>	This is the language that the learner is attempting to learn. It comprises the native speaker's grammar.	Bu o'quvchi o'rganmoqchi bo'lgan til. U ona tili ma'ruzachisining grammatikasini o'z ichiga oladi.
<b>Task based</b>	This refers to materials or courses which are designed around a series of authentic tasks which give learners experience of using the language in ways in which it is used in the 'real world' outside the classroom. They have no pre-determined language syllabus and the aim is for learners to learn from the tasks the language they need to participate successfully in them. Examples of such tasks would be working out the itinerary of a journey from a timetable, completing a passport application form, ordering a product from a catalogue and giving directions to the post office: See authentic tasks.	Bu o'quvchilarga tilni "real hayotda" sinfdan tashqarida foydalanish uslubida foydalanish tajribasini beradigan bir qator haqiqiy vazifalar atrofida ishlab chiqilgan materiallar yoki kurslarga taalluqlidir. Ularda oldindan belgilangan til dasturlari yo'q va maqsad o'quvchilar o'z vazifalarida ularda muvaffaqiyatli ishtirok etishlari uchun zarur bo'lgan tilni o'rganishga qaratilgan. Bunday topshiriqlarga misol sifatida jadvaldan sayohat yo'nalishini ishlab chiqish, pasportga ariza to'ldirish, katalogdan mahsulotga buyurtma berish va pochta aloqasi bo'limiga ko'rsatmalar berish mumkin: Haqiqiy vazifalarni ko'ring.
<b>Teacher talk</b>	Teachers make adjustments to both language form and language function in	O'qituvchilar sinfdagi muloqotga yordam berish uchun til shakliga ham,

	order to help communication in the classroom. These adjustments are called 'teacher talk'.	til funksiyasiga ham o'zgartirishlar kiritadilar. Ushbu tuzatishlar "o'qituvchilar nutqi" deb nomlanadi.
<b>TELL (Technology Enhanced Language Learning)</b>	Derived from the term CALL, this is an approach to language teaching and learning which uses a range of technology and electronic media.	CALL atamasidan kelib chiqqan holda, bu turli xil texnologiyalar va elektron vositalardan foydalangan holda tilni o'rgatish va o'rganishga yondashishdir.
<b>TEFL</b>	Teaching English as a Foreign Language – a term that refers to teacher training programs in EFL.	Ingliz tilini chet tili sifatida o'qitish - bu EFLda o'qituvchilarni tayyorlash dasturlarini nazarda tutadigan atama.
<b>TESL</b>	Teaching English as a Second Language – a term that refers to teacher training programs in ESL.	Ingliz tilini ikkinchi til sifatida o'qitish - bu ESLda o'qituvchilarni tayyorlash dasturlarini nazarda tutadigan atama.
<b>TESOL</b>	Teaching English to Speakers of Other Languages – a term that is used to distinguish English language teaching as a professional activity that requires specialized training. Also refers to the teacher examinations developed by Trinity College London (Cert.TESOL and LTCL.Dip.TESOL).	Boshqa tillarda so'zlashuvchilarga ingliz tilini o'rgatish - bu atama ingliz tilini o'qitishni maxsus mashg'ulotni talab qiladigan kasbiy faoliyat sifatida ajratish uchun ishlatiladi. Londonning Trinity College (Cert.TESOL va LTCL.Dip.TESOL) tomonidan ishlab chiqilgan o'qituvchilar imtihonlariga ham tegishli.
<b>Text</b>	Any scripted or recorded production of a language presented to learners of that language. A text can be written or spoken and could be, for example, a poem, a newspaper article, a passage about pollution, a song, a film, an extract from a novel or a play, a passage written to exemplify the use of the past perfect, a recorded telephone conversation, a scripted dialogue or a speech by a politician. Total Physical Response	Ushbu tilni o'rganuvchilarga taqdim etiladigan tilning har qanday stsenariy yoki yozib olingan mahsuloti. Matn yozilishi yoki og'zaki yozilishi mumkin va masalan, she'r, gazetadagi maqola, ifloslanish haqidagi parcha, qo'shiq, film, roman yoki spektakldan parcha, foydalanishni misol qilib yozilgan parcha bo'lishi mumkin. o'tmishdagi mukammal, yozib olingan telefon suhbat, stsenariy suhbat yoki siyosatchining nutqi. Jismoniy javob

<b>Tracking Facility</b>	The ability to monitor student performance.	Talabalar faoliyatini nazorat qilish qobiliyati.
<b>Method</b>	Developed by Asher, where items are presented in the foreign language as 'orders', 'commands' and "instructions" requiring a physical response from the learner (e.g., 'opening a window' or 'standing up' after being asked, linguistically, to carry out such command).	Asher tomonidan ishlab chiqilgan bo`lib, chet el tilida ma'lumotlar "buyruqlar", "buyruqlar" va "ko`rsatmalar" ko`rinishida o`quvchidan jismoniy javobni talab qiladi (masalan, "oyna ochish" yoki "o`rnidan turish" so`ralgandan so`ng, lingvistik, bunday buyruqni bajarish).
<b>Transactional tasks</b>	These tasks are primarily concerned with the transfer of information: See interactional tasks.	Ushbu vazifalar, birinchi navbatda, ma'lumot uzatish bilan bog`liq: Qarama-qarshi vazifalarni ko`ring.
<b>Universal grammar</b>	A set of general principles that apply to all languages, rather than a set of particular rules.	Muayyan qoidalar to`plamiga emas, balki barcha tillarga taalluqli umumiy tamoyillar to`plami.
<b>Variability</b>	Language learners vary in the use they make of their linguistic knowledge. This can be systematic or unsystematic.	Til o`rganuvchilar o`zlarining lingvistik bilimlaridan foydalanish jihatidan har xil. Bu tizimli yoki tizimsiz bo`lishi mumkin.
<b>Virtual Learning Environments (VLEs)</b>	A software system designed to help teachers manage online educational courses. VLEs generally include course content, communication tools, grading tools, student tracking, grouping facilities and control over who accesses the course. VLEs are also known as platforms Managed Learning Environments (MLEs), and Learner Management Systems (LMSs).	O`qituvchilarga onlayn ta'lim kurslarini boshqarishda yordam beradigan dasturiy ta'minot tizimi. VLE-larga odatda dars mazmuni, aloqa vositalari, baholash vositalari, talabalarni kuzatib borish, guruhlash vositalari va kursga kimlar kirishini nazorat qilish kiradi. VLE-lar platformalar sifatida ham tanilgan Boshqariladigan O`quv muhiti (MLE) va O`quvchilarni boshqarish tizimlari (LMS).
<b>Workbook</b>	A book which contains extra practice activities for learners to work on in their own time. Usually the book is designed	O`quvchilarning o`z vaqtida ishlashlari uchun qo`shimcha mashg`ulotlarni o`z ichiga olgan kitob.

	<p>so that learners can write in it and often there is an answer key provided in the back of the book to give feedback to the learners.</p>	<p>Odatda kitob o`quvchilar unda yozish uchun tuzilgan bo`lib, ko`pincha kitobning orqa qismida o`quvchilar bilan fikr-mulohaza bildirish uchun javob kaliti mavjud.</p>
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## VI. ADABIYOTLAR RO'YXATI

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