KOMMUNIKATIV TILSHUNOSLIK VA TIL KOMPETENSIYALARI

2023

Saidova M.U.   **filologiya fanlari bo'yicha falsafa doktori (PhD), dotsent**

**O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

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

"KOMMUNIKATIV TILSHUNOSLIK VA TIL KOMPETENSIYALARI"

MODULI BO'YICHA

O'QUV-USLUBIY MAJMUA

Filologiya va tillarni o'qitish: ingliz tili

Buxoro-2023

Modulning oʻquv-uslubiy majmuasi Oliy va oʻrta maxsus taʼlim vazirligining 2020 yil 7 dekabrdagi 648-sonli buyrugʻi bilan tasdiqlangan oʻquv dasturi va oʻquv rejasiga muvofiq ishlab chiqilgan.

Tuzuvchi: M.U.Saidova filologiya fanlari boʻyicha falsafa doktori (PhD), dotsent

Taqrizchi: Z.I.Rasulov filologiya fanlari doktori, dotsent.

Oʻquv -uslubiy majmua Buxoro davlat universiteti Ilmiy Kengashining qarori bilan nashrga tavsiya qilingan (2022 yil "30" dekabrdagi 5-sonli bayonnoma)

MUNDARIJA

I. ISHCHI DASTUR

Kirish

"Kommunikativ tilshunoslik va til kompetensiyalari" moduli kommunikativ tilshunoslik tushunchasi, so'zlashuv, tinglash, yozish va o'qish orqali kommunikativ kompetensiyani o'rgatish, grammatika va leksikani o'rgatishda kommunikativ yondashuvning ahamiyati va samarali yo'llari, tilni diskursiv yondashuvda o'qitish, o'qitishda konstruktivistik yondashuv, so'z va konsept, konseptlarini interpretatsiya qilish va o'qitishning yo'llari, kommunikativ kompetensiya tamoyillari, CEFR va uning doirasida 4 kompetensiya: lingvistik, sotsiolingvistik, diskursiv va strategik kompetensiyalari masalalarini qamraydi.

Modulning maqsadi va vazifalari

"Kommunikativ tilshunoslik va til kompetensiyalari" modulining maqsadi: pedagog kadrlarni innovatsion yondoshuvlar asosida o'quv-tarbiyaviy jarayonlarni yuksak ilmiy-metodik darajada loyihalashtirish, sohadagi ilg'or tajribalar, zamonaviy bilim va malakalarni o'zlashtirish va amaliyotga joriy etishlari uchun zarur bo'ladigan kasbiy bilim, ko'nikma va malakalarini takomillashtirish, shuningdek, ularning ijodiy faolligini rivojlantirishdan iborat.

"**Kommunikativ tilshunoslik va til kompetensiyalari**" modulining vazifalari:

- "Filologiya va tillarni o'qitish: ingliz tili" yo'nalishida pedagog kadrlarning kasbiy bilim, ko'nikma, malakalarini takomillashtirish va rivojlantirish;
- pedagoglarning ijodiy-innovatsion faollik darajasini oshirish;
- mutaxassislik fanlarini o'qitish jarayoniga zamonaviy axborot-kommunikasiya texnologiyalari va xorijiy tillarni samarali tatbiq etilishini ta'minlash;
- maxsus fanlar sohasidagi o'qitishning innovasion texnologiyalari va ilg'or xorijiy tajribalarini o'zlashtirish;
- "Filologiya va tillarni o'qitish: ingliz tili" yo'nalishida qayta tayyorlash va malaka oshirish jarayonlarini fan va ishlab chiqarishdagi innovatsiyalar bilan o'zaro integrasiyasini ta'minlash.

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

"Kommunikativ tilshunoslik va til kompetensiyalari" modulini o'zlashtirish jarayonida amalga oshiriladigan masalalar doirasida tinglovchilar:

- 　fanni o'qitishda xorijiy mamlakatlar tajribasini qo'llashni;
- 　global internet tarmog'idan foydalangan holda o'quv jarayoniga

zamonaviy pedagogik va axborot texnologiyalarini joriy etishni;

– til o'rganish va o'qitishning zamonaviy metodlaridan foydalanishni;

– ilmiy nazariy va amaliy vazifalarni hal etish texnologiyalari, kasbiy mahoratni oshirish usullaridan foydalanishni *bilishi* kerak.

– chet tilini o'qitishning nazariy va kommunikativ yondashuv asoslarini;

– tilshunoslikning taraqqiyot qonuniyatlari, mutaxassislikning nazariy masalalari, muammolari;

– uning o'ziga xos xususiyatlarini bugungi kun zamonaviy tilshunoslik taraqqiyoti nuqtai nazardan talqin etish *ko'nikmalariga* ega bo'lishi zarur.

– til ko'nikmalarini o'qitishning yangi metodlaridan foydalanish;

– kommunikativ vazifalarni hal etish texnologiyalari, kasbiy muloqot usullaridan foydalanish, hamkorlik ishlarini olib borish;

– xorijiy tilshunoslikni o'qitishda yaratilgan elektron resurslardan unumli foydalanish *malakalarini* egallashi;

– tilshunoslik bo'yicha egallanadigan nazariy va amaliy bilimlarni chet tilda erkin bayon etish;

– xorijiy tilshunoslik bo'yicha egallangan bilimlarni chet tilida bemalol olib borish;

– dars jarayonida vaziyatni to'liq nazorat qila olish;

– dars jarayonida zamonaviy texnik vositalarni qo'llay bilish;

– dars jarayonida tinglovchilar bilan tez muloqotga kirishish **kompetensiyalariga ega bo'lishi** zarur.

Modulning o'quv rejadagi boshqa modullar bilan bogliqligi va uzviyligi

Modul mazmuni o'quv rejadagi "**Tilshunoslik nazariyasining til amaliyotiga integratsiyasi**" 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 til ko'nikmalarini mos ravishda amalda qo'llash malakasi va kasbiy salohiyatlarini rivojlantiradilar.

Modul bo'yicha soatlar taqsimoti:

№	Modul mavzulari	Tinglovchiningo'quv yuklamasi, soat			
		Hammasi	Auditoriya o'quv yuklamasi		
			Jami	jumladan	
				Nazariy	Amaliy mashg'ulot
1.	Introduction to the notion of communicative linguistics. The principles of communicative language teaching	2	2	2	
2.	CEFR through four competences: linguistics, sociolinguistics, discursive and strategic competences	2	2	2	
3.	Teaching language through discourse-based and constructivist approach.	2	2	2	
4.	Teaching communicative competence through speaking	2	2		2
5.	Teaching communicative competence through listening	2	2		2
6.	Teaching communicative competence through writing	2	2		2
7.	Teaching communicative competence through reading	2	2		2
8.	Teaching communicative grammar and vocabulary	2	2		2
	Jami:	**16**	**16**	**6**	**10**

NAZARIY MASHG'ULOTLAR MAZMUNI

Theme 1: Introduction to the notion of communicative linguistics. The principles of communicative linguistics

1. The role of foreign languages in the development of international cooperation and communication.

2. Current issues of organizing the continuous study of foreign languages at all levels of the education system in Uzbekistan.

3.The concept of communicative linguistics and the principles of communicative competence.

Theme 2: CEFR through four competences: linguistics, sociolinguistics, discourse and strategic competences.

1. The European System of Foreign Language Proficiency Levels (CEFR) and the specific features of its three main levels.

2. CEFR and its 4 competencies:

a. linguistic

b. sociolinguistic

c. discourse

d. strategic

3. The role of competencies in language learning

Theme 3: Teaching language through discourse and constructivist approach.

1. Language teaching in a discourse approach.

2. Constructive approach to teaching.

3. The main components of constructivist teaching.

AMALIY MASHG'ULOTLARING MAZMUNI

Theme 1: Teaching communicative competence through speaking.

1. Teaching communicative competence through speaking.

2. The role of speaking skills in teaching communicative competencies.

Theme 2: Teaching communicative competence through listening.

1. Teaching communicative competence through listening.

2.The role of listening in teaching communicative competencies.

Theme 3: Teaching communicative competence through writing.

1. Teaching communicative competence through writing.

2. The role of writing skills in teaching communicative competencies.

Theme 4: Teaching communicative competence through reading.

1. Teaching communicative competence through reading.

2. The role of reading skills in teaching communicative competencies.

Theme 5: Teaching communicative grammar and vocabulary.

1. Teaching grammar through communicative approach.

2. Teaching vocabulary through communicative approach.

3. The role of teaching grammar and vocabulary based on the communicative approach in teaching communicative competencies.

II. MODULNI O'QITISHDA FOYDALANILADIGAN 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 baholash demakdir. Shuningdek, baholash test, suhbat o'tkazish, savol javob, kuzatish va hokazolar 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 xoli 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" uslubi

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 uslubi

Fikrlarning tarmoqlanishi pedagogik strategiya bo'lib, u talabalarning biron-bir mavzuni chuqur o'rganishiga yordam berib, ularni mavzuga taalluqli 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 metod xonadagi 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 xaqiqiy 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; talalar-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'liga 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 javobining 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 qoʻllanadigan 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.

"TOʻGʻRI-NOTOʻGʻRI"

Talabalarni oʻqitishda qoʻllaniladigan shunday yondashuvki, unda talabaga berilgan bitta savolni ikkita turli xil tomonini taqqoslashiga imkon yaratadi. Shuningdek, bu metod talabalarga bir xil muammoga turli xil berilgan fikrlarni koʻrib chiqish va tanlashga huquq beradi. Oʻqitish 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 OʻRNIGA QOʻYISH

Bu usul asosan, talabalarni matn bilan ishlash jarayonida gaplarda berilgan nuqtalar oʻrniga kerakli soʻzlarni qoʻyish uchun ishlatiladi. Bu esa til oʻrganuvchi uchun tushirib qoldirilgan soʻzlarni mukammal oʻrganishlari uchun foydali. Bunday mashqlar koʻpincha yopiq matnlarda beriladi.

III. NAZARIY MATERIALLAR

Lecture 1: Introduction to the notion of communicative linguistics.

The principles of communicative language teaching

Plan:

1. The role of foreign languages in the development of international cooperation and communication.

2. Current issues of organizing the continuous study of foreign languages at all levels of the education system in Uzbekistan.

3. The concept of communicative linguistics and the principles of communicative language teaching

Key words and expressions:

ESL, EFL, curriculum, CLT, collaborative learning, approach, error correction, feedback.

Nowadays, more and more people are dedicating time to studying English as a second language. Many countries include English in their school syllabus and children are starting to learn English at a younger and younger age. But what is the true value of learning English?

Whether you are looking for a new job or planning to travel the world, studying English can help you progress in life both personally and professionally. You can compete in the global job market, increase your career skills and start to meet people around the world.

However, do you know why English is so important? Here are some reasons to take an English language course.

It's easy to see just how important English is around the world. Many international businesses conduct meetings in English, universities teach courses in English and, around the world, tourists and travelers use English as a common language.

But how did English become so important? Well, it all goes back to the British Empire, which at its peak covered 25% of the earth's surface. During colonial times, British rulers often obliged the people in those countries to speak English rather than their native language. Although the origins of English as a global language has a complicated past, the language has left an important mark on media, trade and business. If you're still not sure about whether to learn the language, then check out the reasons below.

1. English is a global language

English is the most commonly spoken language in the world. One out of five people can speak or at least understand English!

2. Studying English can help you get a job

English is the language of science, aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or of finding work abroad.

3. Learning English can help you meet new people

English is the official language of 53 countries and is used as a lingua franca (a mutually known language) by people from all around the world. This means that whether you're working in Beijing, or travelling in Brazil, studying English can help you have a conversation with people from all over the world.

4. Many scientific papers are written in English

In the last century, the number of scientific papers written in English has started to outweigh the number of papers written in the native language of the researcher. For this reason, having a knowledge of English is incredibly important to those working in the scientific field.

5. English is the language of the media industry

Because of the prominence of Hollywood in global media, an enormous amount of films, TV shows and popular songs are written in English. If you speak English, you won't need to rely on translations and subtitles anymore to enjoy your favorite books, songs, films and TV shows.

6. English is the language of the Internet.

English is a particularly important language online with more than half the content on the internet written in English. As well as this, some of the world's largest tech companies are based in English speaking countries.

7. Travelling is a lot easier with a good knowledge of English

Imagine you're a Spanish person on holiday in Thailand, while your hotel receptionist might not be able to answer your question in Spanish, it's likely they will be able to answer your question in English.

8. English is one of the most important languages for business

Whether you're a business owner, student or employee, English is incredibly important in the business world.

9. With English, you can study all over the world

Since English is spoken in so many different countries there are thousands of schools and universities around the world that offer programs in English. If you speak good academic English, there're lots of opportunities for you to find an appropriate school and course to suit your needs. Find out about going to university in an English speaking country.

10. English gives you access to multiple cultures

Good knowledge of English will allow you to access films, music and literature from hundreds of countries around the globe. Not to mention the fact that numerous books from across the world are translated into English. Few experiences will make you grow as a person more than learning the values, habits and way of life in a culture that is different from yours.

Communicative Language Teaching is an approach to teaching of foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as a foreign language. In Situational Language Teaching,

language was taught by practicing basic structures in meaningful situation-based activities.

British applied linguists emphasized another fundamental dimension of language, i.e. the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.

The work of the Council of Europe; the writings of Wilkins, Wid-dowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching.

Although the movement began as a largely British innovation, focusing on alternative concepts of a syllabus, since the mid-1970s the scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community.

An awareness that second-language students can know the grammar and yet be unable to activate that knowledge to communicate has led theorists and teachers to consider what activities might enable students to develop communication skills. Different authors stress different aspects of CLT.

Taylor (1983) lists five characteristics:

1 – Students should participate in extended discourse in real context.

2 – They should share information that the others do not know.

3 – They should have choices about what they are going to say and how they are going to say it.

4 – They should communicate with a define purpose in mind.

5 – They should talk about real topics in real situations.

Communicative approaches to teaching challenge our understanding of the goals of instruction. According to Sanders, an emphasis on meaningful use over form means that accuracy and acquisition of the formal features of the [second language] are less a measure of successful language learning than are fluency and an ability to get something across comprehensibly to a native speaker. In order to encourage meaningful language use, many popular communicative activities involve elements of puzzle-solving, role play, or simulation. They encourage learners to do things with information such as: guessing, searching, matching, exchanging, collecting, sharing, combining, and arranging.

In such an approach, the teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities.

Other roles assumed for teachers are needs analyst, counselor, and group process manager. The CLT teacher assumes a responsibility for determining and responding to learner language needs.

Another role assumed by several CLT approaches is that of counselor, similar to the way this role is defined in Community Language Learning. In this role, the teacher-counselor is expected to act as an effective communicator seeking

to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback.

CLT procedures often require teachers to acquire less teacher-centered classroom management skills. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities. Now that the initial wave of enthusiasm has passed, however, some of the claims of CLT are being looked at more critically. The adoption of a communicative approach raises important issues for teacher training, materials development, and testing and evaluation. Questions that have been raised include whether a communicative approach can be applied at all levels in a language program, whether it is equally suited to ESL and EFL situations, whether it requires existing grammar-based syllabuses to be abandoned or merely revised, how such an approach can be evaluated, how suitable it is for non-native teachers, and how it can be adopted in situations where students must continue to take grammar-based tests. Undoubtedly, these kinds of questions require attention.

Principles of CLT

Principle 1: Use Tasks as an Organizational Principle

For decades traditional methods of language teaching have used grammar topics or texts (e.g., dialogues, short stories) as a basis for organizing a syllabus. With CLT methodologies this approach has changed; the development of communicative skills is placed at the forefront, while grammar is now introduced only as much as needed to support the development of these skills. Such an approach to syllabus design has become known as task-based instruction (TBI). The rationale for the employment of communicative tasks is based on contemporary theories of language learning and acquisition, which claim that language use is the driving force for language development.

Organizing a welcome dinner

Step1. Students organize the group of international students around three dinner tables. For example, a student might say: "On table 1, two students sit next to each other, because they both speak Uzbek and collect butterflies." Step 2. Students listen to new information about the students given to them by their Uzbek teachers and if

necessary rearrange students at the tables. Step 3. Students provide some personal information about themselves. Then they choose a student from their own group, who also wants to attend the welcome dinner, and select a table for this student. Step 4. Now you are going to revise your distribution and write a brief report. Step 5. A representative from each group presents their report and justifies the group decision. Step 6. The groups and the teacher compare the results.

Principle 2: Promote Learning by Doing

A task-based approach to learning implies the notion of learning by doing. This concept is not new to communicative language teaching methodologies, but it has been recognized and promoted as a fundamental principle underlying learning throughout history by many educators. It is based on the theory that a hands-on approach positively enhances a learner's cognitive engagement. In addition, as Doughty and Long (2003) remind us, "new knowledge is better integrated into long-term memory, and easier retrieved, if tied to real-world events and activities" (p. 58). In research on SLA, the "learning by doing" principle is strongly supported by an active approach to using language early on. For example, Swain suggests that learners need to actively produce language. Only in this way can they try out new rules and modify them accordingly. According to Omaggio-Hadley (2001), learners should be encouraged to express their own meaning as early as possible after productive skills have been introduced. Such opportunities should also entail a wide range of contexts in which they can carry out numerous different speech acts. This, furthermore, needs to happen under real conditions of communication so the learner's linguistic knowledge becomes automatic (Ellis 1997).

Principle 3: Input Needs to Be Rich

Considering the rich input we each experience and are exposed to while developing our native tongue, growing up speaking in our native languages means that we are exposed to a plethora of language patterns, chunks, and phrases in numerous contexts and situations over many years. Such a rich exposure to language ultimately allows us to store language in our brains that we can retrieve and access as whole chunks.

Principle 4: Input Needs to Be Meaningful, Comprehensible, and Elaborated

A fundamental prerequisite for learning to occur is that the information we process must be meaningful. This means the information being presented must be clearly relatable to existing knowledge that the learner already possesses. This existing knowledge must be organized in such a way that the new information is easily assimilated, or "attached," to the learner's cognitive structure. The necessity of meaningfulness is not in particular new to CLT. Throughout the history of language teaching, there have always been advocates of a focus on meaning as opposed to form alone, and of developing learner ability to actually use language for communication. Meaningfulness, however, has emerged as a primary principle of CLT – and as a counter-reaction to audiolingual teaching, which was criticized for repetitive drills that did not require the processing of language so the content made sense or was meaningful to learner.

Principle 5: Promote Cooperative and Collaborative Learning

In general education, cooperative or collaborative learning has long been recognized as a strong facilitator of learning. In such an approach, classrooms are organized so that students work together in small cooperative teams, such as groups or pairs, to complete activities. In second language learning environments, students work cooperatively on a language-learning task or collaboratively by achieving the goal through communicative use of the target language. Particularly in the latter case, if the learning tasks are designed to require active and true communicative interaction among students in the target language, they have numerous benefits on attainment.

Principle 6: Focus on Form

One of the debates about grammar teaching centered on the issue of whether to make grammar explicit or whether to have the learners figure out the rules themselves. In this context, explicit means that the rules become salient or are laid out to the learner at one point during the course of instruction. Although not everybody agrees, research provides ample evidence for the benefits of making grammar rules explicit to adult language learners. Within explicit ways of teaching grammar, Long (1991) conceived a further distinction between what he calls "focus on form" and

"focus on forms." A focus on forms approach represents a fairly traditional approach to teaching grammar where "students spend much of their time in isolated linguistic structures in a sequence predetermined externally and imposed on them by a syllabus designer or textbook writer . . .," while meaning is often ignored. In contrast, a focus on form approach to explicit grammar teaching emphasizes a form-meaning connection and teaches grammar within contexts and through communicative tasks. Doughty and Long (2003) point out that overwhelming empirical evidence exists in favor of a focus-on-form approach, hence they proclaim it a fundamental methodological principle in support of CLT and task-based language instruction.

Principle 7: Provide Error Corrective Feedback

In a general sense, feedback can be categorized in two different ways: positive feedback that confirms the correctness of a student's response. Teachers demonstrate this behavior by agreeing, praising, or showing understanding. Or, negative feedback, generally known as error correction, which has a corrective function on a student's faulty language behavior. As learners produce language, such evaluative feedback can be useful in facilitating the progression of their skills toward more precise and coherent language use. Both types are vital during a learner's inter language development since they allow the learner to either accept, reject, or modify a hypothesis about correct language use. The study of feedback in learning situations has a long history. In language learning, many research studies have documented that teachers believe in the effectiveness of feedback and that students ask for it, believe in the benefits of receiving it, and learn from it. Yet the degree to which information provided through feedback aids a learner's progress is not always clear. Such a claim can be illustrated by what teachers frequently experience; namely, that their students, after receiving feedback, often keep making the same mistakes – or even when they get it right initially, many still fall back into their previous and faulty language behavior. Achieving positive effects with error corrective feedback involves a long-term process that depends on corrective strategies and most of all on individual learner factors.

For example, in a classroom study of the effectiveness of various feedback techniques, Lyster and Ranta (1997) found that recasts – that is, when a teacher

repeats a student's faulty language production, but in a correct way – were the most widespread response to learner error. Yet recasts were in fact the least effective in eliciting learners to immediately revise their output. Instead, direct error corrective strategies that involved the teacher's help – such as providing metalinguistic clues or clarification requests – were the most effective in stimulating learner generated repairs.

Principle 8: Recognize and Respect Affective Factors of Learning

Over the years, consistent relationships have been demonstrated between language attitudes, motivation, performance anxiety, and achievement in second language learning. Needless to say, all teachers eventually experience how learners feel about the target language or how their attitudes toward it impact their motivation and subsequently their success. A learner who is motivated wants to achieve a particular goal, devotes considerable effort to achieve this goal, and experiences in the activities associated with achieving this goal. One characteristic of language learning that has received a great deal of attention over the past years is the role of anxiety during the learning process. In particular, with active language performance as a major goal of CLT, anxiety has been noticed as a trait with many individual learners. Anxiety manifests itself in many ways such as self-belittling, feelings of apprehension, stress, nervousness, and even bodily responses such as faster heartbeat. Numerous studies have corroborated what Krashen contended in his Affective Filter hypothesis, which states that language learning must take place in an environment where learners are 'off the defensive' and the affective filter (anxiety) is low in order for the input to be noticed and gain access to the learners' thinking. There is a clear negative relationship between anxiety and learning success. Anxiety as a personal trait must be recognized and kept at a minimal level for learning to be maximized.

Lecture 2: CEFR through four competences:

linguistics, sociolinguistics, discourse and strategic competences.

Plan:

1. The European System of Foreign Language Proficiency Levels (CEFR) and the specific features of its three main levels.

2. CEFR and its 4 competencies:

a. linguistic

b. sociolinguistic

c. discourse

d. strategic

3. The role of competencies in language learning

Key words and expressions:

CEFR, communicative competence, linguistic / grammatical competence, sociolinguistic competence, pragmatic / discourse competence, and strategic competence.

The Common European Framework of Reference (CEFR) was implemented in Uzbekistan in 2012 as a framework for teaching, learning, and assessing languages. CLT is employed within CEFR (Beresova, 2017) and the approach is much different than the rule-based/grammar-translation method (GTM) to language teaching that language teachers are accustomed to in Uzbekistan (more on this topic will be discussed in Chapter 2). Within CLT, the identity of a language teacher is that of a facilitator instead as a conduit of information. Learning languages for communicative purposes shifts the classroom focus from the teacher to the learner; however, this shift does not mean the teacher no longer has a role to play! A teacher's role is to guide students to become communicatively competent in the following four areas: linguistic, sociolinguistic, pragmatic, and strategic. This section is intended to discuss communicative competencies and introduce classroom interactive activities on how to better to teach foreign languages within the CEFR framework.

Think about the following:

1) What is the difference among traditional and non-traditional ways to teaching language?

2) What do you understand when we speak about different communicative competencies?

3) How one can organize classes in terms of four competencies?

UZBEK VIGNETTE

A head of an English Language department was asked by the rector of the University to observe a teacher's lesson, and to determine if the language teacher is using communicative approaches in his/her class. The head of the department (observer) expected to see a class on family, in which, students interacted with one another and did group discussions on their own stories on this chosen topic. However, the head of the department only saw the teacher explaining the vocabulary and the expected grammatical rules students should memorize. The observer reported the class was not interactive and the teacher's voice could be heard only during the lesson. The following day, the head of the English Department decided to conduct a master class based on CLT. Everyone was interested in this communicative class, including the teacher who was recently observed. The class started. The topic was "The Principles of Communicative Competence." Rather than starting with an explanation of the rules on the principles of communicative competence, the head gave two examples. The first read:

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

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

(Matthews, 1981, p. 176). CLT, however, prioritizes communication that takes place in a concrete time, space and social context, thus he or she might be the case of sitting in that time, space, and social context.

The department head gave another example to demonstrate how non-linguistic factors affect the way we interpret words, sentences, etc. The example reads:

I will be back in five minutes.

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

REFLECTION

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

However, CEFR is not limited to assessment. It is also about teaching and learning. Within CEFR, teaching and learning are based on CLT within which four

competences are taught during the class.

Communicative competence – an ability and knowledge of a language user about how, what and where to speak appropriately from the view point of culture, traditions, shared rules and norms. An ability of understanding social meaning and being understood within a social context.

It consists of four aspects: linguistic, sociolinguistic, pragmatic/discourse, and strategic competence.

Linguistic or grammatical competence is the ability to be able to apply grammatical, lexical, syntactical, and stylistic rules to oral and written utterances. Linguistic competence is important since it explains how utterances and sentences are structured – structural conceptualization of language. However, these rules are not enough to accomplish a communicative goal since non-linguistic factors play a role in constructing social meanings.

Pragmatic/discourse competence is an ability to interpret and convey meaning in context. To understand a dynamic meaning depends on time, space, and social context. While communicating people not only exchange meaningful structures and semantics but they transfer intentions. An utterance carries within itself such intentions of a speaker. This intention is tied to time, space, and social context. To able to interpret these intentions in communications is to possess a pragmatic/discourse competence.

Sociolinguistic competence – being aware of how culture(s), shared social rules and norms affect the way we describe things, objects, and processes within a society. Sociolinguistic competence targets at developing students' ability to understand how different cultures choice different grammar, syntax, semantic, stylistics in describing the same objects, subjects, and processes. It also tries to understand how something is spoken appropriately in a social context.

Strategic competence – while lacking knowledge in linguistic, sociolinguistic, and pragmatic competences, strategic competence is being able to overcome such a shortage of knowledge by delivering a message from one language into another one with the help of means other than those in linguistic,

sociolinguistic, and pragmatic competencies. While communicating with different people in a foreign language we are not always aware of certain words. To be able to deliver the meaning of these unknown words without using these words themselves implies the possession of strategic competence.

ACTION

Read the following reflection – in its original – by an Uzbek university language teacher who has some thoughts about teaching communicative competencies from a CLT perspective. Then, explain if you agree or disagree with the teacher. Please write a brief plan about how you would integrate communicative competences in your own class.

There are many approaches and methods for language teaching and learning. In the last decade, in Uzbekistan, CLT has become popular. This term is closely associated with CEFR. I would like to associate CLT with learning through practice, real-life situations, where each single element of the language is trialled. Exploring the world through speaking orally and explaining in a written form. I think it is most important for us language teachers to not think of our language teaching as a content area of knowledge. I think we should enable our learners to be competent communicators. Language is therefore a tool for real communication and not a thing to be studied. I think we should think about communicative competencies and how to better organize a class, in which a teacher enhances students' four competencies simultaneously. At the beginning of the year a very good example I usually provide for my students is car: I say to them: imagine you are learning to drive a car. Do you think that just being literate on the theory of driving is enough to drive? Or, do you agree that one can drive if only there is enough knowledge? Of course, ability is important here, that is: to be a good driver one should be able to cope with driving in various real-life situations, even risky. And it can be achieved only by practice. So, the student driver is sitting in the driver seat while the instructor is sitting next to him. The instructor does not drive for him, but assists with instructions and directions. The same is in language learning where learners are trained to be able to communicate in the target

language in different situations being aware of culture, social context, etc.

SUMMARY

CLT is a topic that needs to be integrated in teaching foreign languages in Uzbekistan. Such integration should take place by distinguishing from a traditional language teaching (GTM) and arriving at the key principles of CLT. Below is a comparative table of GTM and CLT.

Table 2. Comparative Table of GTM and CLT.	
GTM	CLT
Rule is prioritized over practice. GTM believes that knowing the linguistic rules can secure the successfulness of communication.	Practice is prioritized over rules. Rules still play a role, but they are not determining the meaning of utterances. Students out of practice/in different real-life situations should derive rules. Thus, we have grammar in context, syntax in context, semantics in context, etc.
Teacher is the main source of knowledge generation. Students are expected to be taught, and not to be guided.	Teacher is not imposing his or her will on students. There is no right or wrong knowledge. Students are exposed to real-life situations, within which they generate their own knowledge on how to communicate appropriately in a situation.
Teaching is based on learning and memorizing rules, facts, and meanings from texts.	Teaching is based on developing students' thinking abilities, through which they themselves get to know about rules, facts, and meanings.

HOMEWORK TASK ONE

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

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

LINGUISTIC COMPETENCE

"... the harmony between thought and reality is to be found in the grammar of the language" (Wittgenstein, 1974, p. 162).

The purpose of this section is to discuss the first feature of communicative competence – linguistic competence – and show how people share common linguistic rules (grammar, syntax, semantics, phonetics, and stylistics), with the help of which they can recognize meaningful structures (form) and signs (semantics). Thus, at the level of linguistic competence we learn language through its form/structure and meanings/semantics) – two facets of Celce-Murcia and Larsen-Freeman's (1999) form, meaning, and use conceptualization of language, which we are drawing from, are in Figure One below:
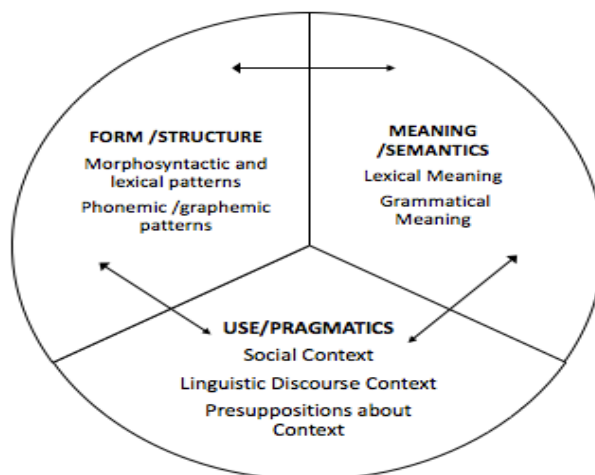
Figure One. Form-Meaning-Use (Celce-Murcia & Larsen-Freeman, 1999).

Language at the level of form/structure and meanings/semantics could only be employed to understand recognizable within a community words, phases, sentences, texts, utterances; as such, to know form/structure and meanings/semantics is important but not enough to accomplish communicative goal.

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

A) discuss how linguistic competence is tied to form, meaning, use; and,

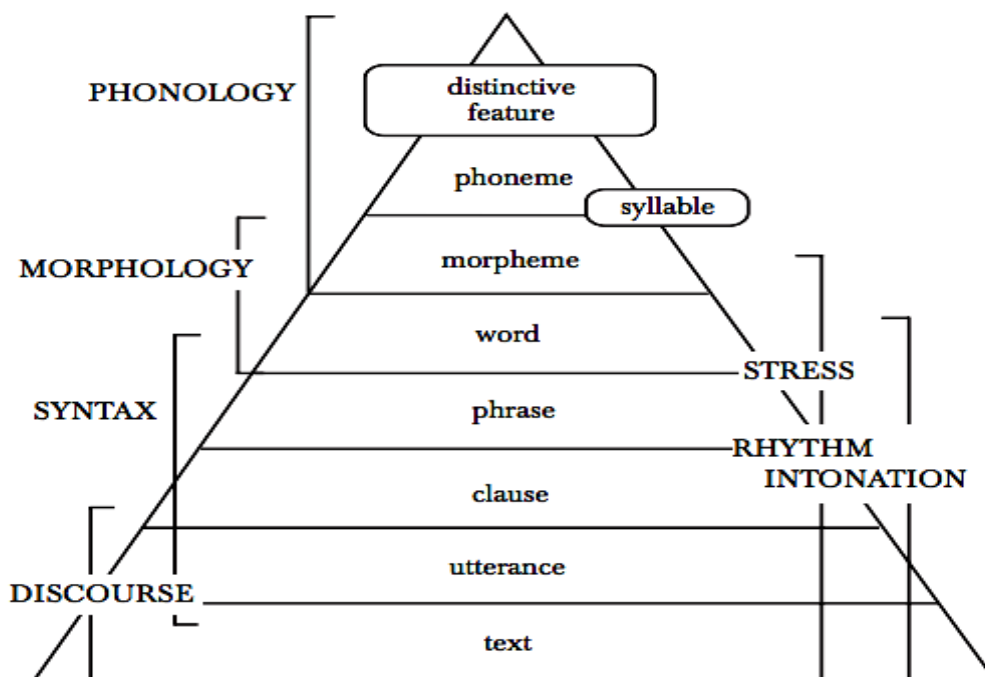B) confirm your knowledge of the building blocks of language

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

The study of language (its form/structure and meanings/semantics) in Uzbekistan was regarded as being the main source of knowledge that was believed to secure the successfulness of human communication. We often relied on dictionary meanings, structured rules, and impenetrable facts when we learn and teach language. However, times have shifted and with new insights from cognitive linguistics (Langacker, 1991), Construction Grammar (Croft, 2001), and recent approaches to Applied English Linguistics (Larsen-Freeman, 2003), we have moved to a more communicational/functional approach.

Think about the following:

1) What does linguistic competence mean to you?

2) Please think about the word, 'facilitator.' How would you facilitate a language class while understanding the core of linguistic competence; how does this approach differ from what you already do?

UZBEK VIGNETTE

I remember vividly my language teachers at the Uzbekistan State University of World Languages in the 2000s who educated me in the Grammar Translation Method (GTM). From that time, we targeted at analyzing only form/structure and meanings/semantics and left out an analysis of use/discourse/pragmatics. Let's see how such an analysis looked like in the following example: A teacher in class asks students to analyze and translate the following utterance: "It's a holiday today; my kid is home from school." Students say that this is a simple sentence, which contains a noun phase, verb, and secondary parts of speech. Each word in the sentence is given in its primary meaning, thus it is a neutral sentence. Students learnt by heart all the words given in these sentences. The dictionary helped students to translate them easily. GTM says that once you know all these rules (the building blocks of language), you can easily apply them to a new situation, composing an indefinite amount linguistically correct sentences to describe the reality. We never questioned how this sentence – "It's a holiday today; my kid is home from school" – could be interpreted differently in a real-life situation. So, once these sentences are regarded to be the relevant utterances from the viewpoint

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

REFLECTION

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

ACTION

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

KEY CONCEPTS

There are seven key concepts in this section: Structured linguistics, sound image (signifier), mental image (signified), linguistic competence, form, meaning, and use. We will briefly explain each one below.

Structured linguistics – linguistic competence is built upon structural linguistics of Swiss linguist Ferdinand de Saussure. According to structural linguistics, a meaningful sign is composed of two elements: sound image and mental image. Sound image (signifier) – pronounced letters in a sequential order, which is supposed to cause a mental image. Mental image (signified) – the meaningful image, which is caused as a result of pronounced sound image in the minds of people.
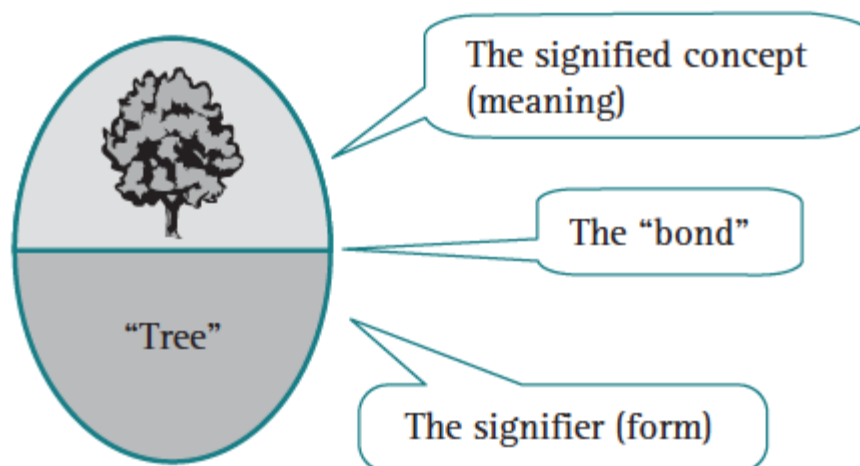
Figure Three. Signified and signifier (Payne, 2010).

This dual explanation of meanings (words, phrases, sentences, texts), according to de Saussure, is an objective phenomenon. This objectivity is characterized by the fact that meaningful words/sentences exist independently of peoples' interpretation of these words and sentences. Thus, de Saussure proposes to study language at the level of its form/structure and meanings/semantics.

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

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

The subsystems of form, meanings, and use (Cecle-Murcia & Larsen-Freeman, 1999) are both interdependent and overlapping because "each element in a language is explained by reference to its function in the total linguistic system" (Halliday, 1994, p. xiv). I 1 will illustrate the interdependency and overlapping nature of the three dimensions with the title I was given during my Peace Corps Service. Although I was called a Peace Corps Volunteer (PCV) from the American Government perspective, that was not my title in China. Of the 72 countries Peace Corps serves, China volunteers are the only volunteers not called PCVs, but rather, US-China Friendship Volunteers. I have been intrigued with this change of name for quite some time. Through an explication of this noun phrase I will show how

the linguistic system of language is a part of the social system. I will begin with Celce-Murcia and Larsen-Freeman's (1999) subsystem of form.

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

Meaning is another dimension. "When dealing with meaning, we want to know what a particular English grammar structure means and what semantic contribution it makes whenever it is used"(Celce-Murcia & Larsen-Freeman, 1999, p. 4). When placed in an appropriate case-form, the NP functions as a complement in clause structure; for example, as a subject (A US-China Friendship Volunteer arrived), object (Our school needs a US-China Friendship Volunteer), or predicate complement (Dave is a US-China Friendship Volunteer). Additionally, the US-China Friendship Volunteer's denotation, the dictionary definition or referential meaning, means "an unpaid person from the US Peace Corps who represents a

friendly relationship between the United States of America and The People's Republic of China." The phrase's connotation, an extension beyond the literal denotation and the emotional association of the word, will be different from the denotation. One might assume that there is a relationship between the American and Chinese that involves mutual knowledge, esteem, affection, and respect. A question inevitably arose from other China volunteers and myself during our two years of service:

What kind of connotations did the title Peace Corps Volunteer hold for it to be changed to US China Friendship Volunteers? According to Bonnie Thie, Peace Corps China country director (2009-present), From talking with the first country director, my understanding is that the name "PC" had connotations linked to third world development work and to notions of clandestine or subversive activities. In addition "corps" carried military overtones. Because of the concerns, a unique name was agreed on that recognized the specific goal of building people-to-people friendships. Both names were used in the country agreement which was signed in 1998 (personal communication, October 2009). Bonnie's explanation of PC emphasizes how each element in a language makes reference to its function (meaning-in-use) in the social context. PC has a semantic relation of situational reference or exophoric reference. Halliday and Hassan (1989) posit that an "exophoric item...is one which does not name anything; it signals that reference must be made to the context of situation" (p. 33).The exophoric reference of PC retrieved a negative referential meaning of "subversive activities" and "military;" thus, the title was changed. This example shows how a word's reference (to a social context and to different cultures) can influence the use, or lack thereof, of a specific lexical item in a certain context.

Use is the third dimension in Larsen-Freeman's form, meaning, and use paradigm. According to Celce-Murcia and Larsen-Freeman (1999), pragmatics is another name for use. Levinson (1983) explained that pragmatics are the "relations between language and context that are grammaticalized, or encoded in the structure of a language" (p. 9). Just knowing the form and meaning of the noun phrase, US-

China Friendship Volunteer, is not sufficient for someone to be able to use it appropriately. A speaker will need to know when to use US-China Friendship Volunteer instead of Peace Corps Volunteer or another one of the hundreds of volunteer organizations from America that is currently in China. While I was in China, US-China Friendship Volunteer was used only in speeches at banquets, ceremonies, and festivals and in any other formal interactions between a Peace Corps staff and someone from China's Communist Party.

SUMMARY

Teaching linguistic competence in Uzbekistan has traditionally been carried out within a Saussurian linguistics agenda with the close focus on form/structure and meanings/semantics. In that, rules dominate over practice, assuming knowing rules can secure the successfulness of human communication. However, a theoretical and practical shift has happened (See above). The teaching and learning of "grammar" need not be dull, static, or sentence-bound. When approached from a language awareness perspective and framed in discursive context, teaching grammatical patterns (form, meaning, and use) can be effective, engaging, lively, and lasting. As Larsen-Freeman (2003) asserts, "grammar is never boring" (p. 21). Moreover, Hewings and Hewings (2005) argue that "grammar is a fascinating area of study and (is) at the heart of our ability to communicate with one another" (p. XIX).

ACTION

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

HOMEWORK TASK TWO

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

SOCIOLINGUISTIC COMPETENCE

"... a child learning to communicate through language has to acquire 'knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, in what manner'. In other words, there are social rules [and shared practices] of use, a dimension of language use 'without which the rules of grammar would be useless'" (Street & Leung, 2010, p. 292).

GOALS

The goal of this section is to show that during communication people exchange not only intentions (pragmatic competence), but also transfer via language form/structure and semantics particular identities, values, ideologies, and patterns of behaviors (sociolinguistic competence). Language that is used in jokes, greetings, story-telling, essay writing, publications, and books evoke shared experiences that are peculiar to a certain culture. Thus, meanings of those words/sentences that are used in these jokes, greetings, story-telling, essays, publications are not in those words/sentences themselves, but in shared experiences and practices. To communicate means to evoke and exchange these experiences and practices (i.e., language-in-use).

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

A) explain how culture (shared experiences and practices within a certain language community)affects the way people interpret words/sentences/utterances; and,

B) explore how such variables as socio-economic class, ethnicity, gender, age, historical memory,and ideology could contribute to the construction of meanings of utterances we use in our life.

INTRODUCTION AND OVERVIEW

Different cultures share different values, social rules, norms, practices, and ideologies. Even within one culture these practices, social rules, and norms could differ depending on such variables as social class, ethnicity, gender, and age (Coupland & Jaworski, 2009; Wardhaugh, 2006). While communication takes place between and within cultures, people evoke and exchange different values,

social rules, norms, myths, beliefs, prejudice, and/or ideology via language they use. For example, the utterance "I will be back in five minutes" (see Section One) brings to the forefront different shared practices in Uzbekistan from the United States. In Uzbekistan people use the phrase "five minutes" to denote something more than an exact time of five consecutive minutes.

They share the practice of being absent even two hours, and this is normal because they share these practice of being absent longer than an actual five minutes. In the United States, however people do not share this practice, and if an Uzbek uses this phrase while talking to an American, U.S. citizen may interpret "five minutes" as being five minutes. Thus, communicating means exchanging shared practices and experiences. Being able to interpret these shared practices and experiences between different cultures as well as within a culture implies the possession of sociolinguistic competence.

Think about the following:

1) How culture(s) can be reflected in utterances?

2) What socio-cultural factors play a key role in interpreting utterances?

3) How could one able to teach classes in terms of sociolinguistic competence?

UZBEK VIGNETTE

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

Love is...

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

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

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

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

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

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

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

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

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

REFLECTION

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

ACTION

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

KEY CONCEPTS

There are three key concepts in this section: sociolinguistic competence, ideology, and cultural metaphors. We will briefly explain each one below.

Sociolinguistic competence – being aware of how culture(s) and the

variables such as gender, age, social status, shared norms and rules, and ideologies affect the way we describe and/or interpret objects and processes. As such, different cultures interpret the same objects and processes differently. Each culture and the variables carry within themselves shared practices, experiences, rules and norms, shortly called shared knowledge. Shared knowledge is prior knowledge that has been constructed during previous experiences among interlocutors. Such knowledge is key in securing common interpretations of objects and processes. Even though people talk the same language and use grammatically correct sentences (form/semantics), they may not understand each other because of knowledge that is not shared. Myths, proverbs, music, poems, tales, publications carry within themselves certain shared knowledge, which is activated in and through language itself. For example, there is a difference between shared knowledge in Uzbekistan and the United States with regard to how teachers start lessons. Read the dialogue between a teacher and student and explain how shared knowledge and practices in university education are materialized in and through language. T=teacher; Ss=students.

In Uzbekistan:

T: Who is absent today?

Ss: Student B is absent, but he has a good excuse for not coming.

T: But, he did not take my permission.

Ss: We do not know B said that he/she had asked your permission.

T: No! Be calm! Let's start our lesson.

In the United States:

T: Good morning, everyone. I hope you are doing well. Today we will be addressing three main content areas: X, Y, and Z. Before we begin, I would just like to make sure I know who is not here today.

Ss: Student B is absent today.

T: Thanks for letting me know. (Teacher takes note on a piece of paper.) Would anyone like to take notes for Student B and let him know about the content for the day? Also, please let him know that if he wants the PowerPoint for the lesson he

will need to contact me after class to my email because the PPT is not on our course Moodle.

Ss: Ok. Will do!

T: Great – let's begin.

As we can see from the examples given above, different cultures carry within themselves different shared knowledge and practices about the same social phenomenon, i.e. staring class at universities. In the cultural context of Uzbekistan, the university teacher shows his or her authority and control over students at the beginning of the class (Duff, 2010, p. 430); while in the United States the focus is not about showing authority, but about making sure the student who is absent receives the necessary information from the class. Thus, through communication, people indifferent cultures materialize again and again what they share. It is within these shared practices and knowledge that language and people who use it get their significance, social role, identities. As such, "... dialogue imposes itself as the way in which men achieve significance as men" (Janks, 2010, p. 42). Consequently, sociolinguistic competence examines how culture (shared knowledge/practices) affects what we say and think appropriate to say in a social situation. What is appropriate/sayable in Uzbekistan to start the class at universities may be inappropriate/unsayable in the United States.

Ideology – a set of beliefs, shared practices and social institutions within a normative context. As such, ideology determines what language (form and semantics) is meaningful and appropriate within a specific time and space. Any text (i.e., spoken and written) can carry an ideology of a time and space. For example, curricular and textbooks are not exceptional in this regard. "Researchers conduct such content analyses to investigate [ideology in the example of] the social roles stated and implied by textbook activities …" (McGroarty, 2010, pp. 24, 26). We will analyze two textbooks (see Figure Five below): one is the textbook on English (Kid's English) for third grade students, which was designed by the language specialists in Uzbekistan and approved by the Ministry of Public Education of Uzbekistan to use in public schools in the country (Xan, Jurayev, &

Inogamova, 2015); the second book is the textbook on English (English World) for third grade students, which was prepared by the British language specialists and published by Macmillan Education (Bowen & Hocking, 2009). Below is given a comparative analysis of how different cultures and ideologies can be reified in and through language. The analysis focuses on: the ideas with which participants and observers frame their understanding of linguistic varieties and map those understandings onto people, events, and activities that are significant to them.

These are ideologies – because they are suffused with the political and moral issues pervading the particular sociolinguistic field and are subject to the interests of their bearer's social position.

Figure Five. English Language Textbooks in Uzbekistan.

Table 3. Textbook Comparison

Table 3. Textbook Comparison

Topics	Kid's English (2015)	English World (2009)
Pictures from Real Life vs. drawn Pictures	English is framed in the cover as something that is imposed on to Uzbekistan (the helicopter of the English kids on coming down onto Uzbekistan.The kids and the country are drawn, which show a type of unrealistic conseptualization of the purpose of the language. Kids English in Uzbekistan is meant to be limited to the Uzbek context. Real life pictures (page 75) are only done to show the power of Uzbekistan - e.g., Samarkand	The Cover - a combination of Real and Drawn. English is framed as World Englishes or an international language (inclisive) of all humans. The language is conceived as enjoyable and exciting. Real pictures are meant to make connections that English has a true and substantial use in their life. Real pictures are used throughout the book (e.g., Grammar in Conversation). Real pictures are used to bring life to the book and to show the connection

		from English language to culture. Thus, English is a LIVING thing...
Social roles - conceptualized	Race - a variety	Race - all white
as a connected behaviours, right, obligations,beliefs and norms	Men and women have specific roles and responsibilities. The ONLY picture that i have seen that defies stereotypical cultural norms of gender and work is the fireman.This role is presented as a woman's responsibility.Women ask more questions in this book and take moreof a passiva role of a discourse (e.g., parent's corner)	There is a balance of equality between the men and women's roles and responsibilities and hoew they interact with the world. For example, p.47 a woman is provided the language of mathematics, which i have not seen in Uzbek book. Grammar in conversation-the boy asks the girl questions (p.61), and the girl asks the boy questions (p.43).
Age (Elderly vs. Young)	The focus is on everyone and how they interact with each type of person.	The focus of the book is on young people. They are the focus.
Tradition (s) - Dressing	Multiculturalism is expressed in the dressing. (Almost like being out in Tashkent and seeing a variety of different people - Russian. Uzbek , and more Western).... Old traditional stories emphasize "traditionalist" approach- page 80. More women tend to emphasize the traditional outfit. When men have the traditional outfit, it is usually the hat. There is a sense of exclusivity to the Uzbek culture.	The dressing lacks patterns, expressions and is meant to be inclusive of all nationalities. However, there is an expectation of the U.K . traditional dress in the student's "Grammar in conversation "
Stress on Family vs. Friend	Family stress is high throughout the content and pictures. Parent's corner is very interesting - I believe that parent is	In this book, there are no section titles that are about family.(Perhaps this vocabulary is thaught earlier and not at the third

	expexted to be involved in the teaching and learning for the child. Responsibility of learning is on the family.	book). The focus of the family is limited and expressed in stories of America (p.74). Responsability of the learner is on the learner.

The comparative analysis given above shows that "reading the word cannot be separated from reading the world" (Janks, 2010, p. 42). Utterances contain within themselves different ideologies of different cultures. However, as analysis has shown, communication does not take in the form of only utterances. They may be pictures, photos, images, etc, that all are meaningful signs that carry within themselves different ideologies. Thus, meaningful utterances and signs are not objective, fixed in rules books and dictionaries. They are dynamic. They represent a society and how this society thinks, what belief systems it has, etc. Interpreting utterances means understanding societies.

Cultural metaphors – figurative utterances that represent a nation's culture, ideology and social institutions. As such, figurative utterances carry within themselves the ways of doing things and seeing the world. Thus, these utterances are active in a sense that they construct the world we live in; they determine our valuing of things (Lakoff & Johnson, 1980). Lakoff (2004) asserts that "As a result [utterances contain within themselves shared practices, and thus] they shape the goals we seek, the plans we make, the way we act, and what counts as good or bad outcomes of our actions" (Janks, 2010, p. 57). The everyday utterances in the English-speaking countries connected with concept of time is spoken via the metaphor time is money, you're wasting my time, I've invested a lot of time in her. Following these metaphorical utterances Lakoff & Johnson conclude (1980, pp.7-8):

Time in our culture is a valuable commodity. It is a limited resource that we use to accomplish our goals. Because of the way that the concept of work has developed in modern Western culture, where work is typically associated with the time it takes and time is precisely quantified, it has become customary to pay

people by the hour, week, or year. While modern Western culture associates time with money, causing the social institutions such as paying people hourly, weekly; Uzbek culture never experienced such a quantified form of understanding time. Uzbek time is expressed via such metaphorical utterances as: "Вақт тоғʻни уемирар, сув тошни кемирар", "Вақтинг кетди – бахтинг кетди", "Вақтдан ютдинг – бахтдан ютдинг", "Вақт – qoзи". All these figurative utterances characterize time as being a nonquantifiable category. As such, Uzbek time is associated with someone's happiness that could be lost once he or she loses his or her time; or with philosophical power that could destroy even mountains for the duration of long time. Thus, there is no paying salaries hourly or/and weekly in Uzbekistan. These different metaphorical associations cause differences in social institutions (e.g. paying salary) via language we use.

SUMMARY

Sociolinguistic competence needs to be taught in foreign language teaching classes as it enhances students' communicative competence, their ability to understand culturally-affect meanings, the meanings that are not tied to rules and dictionaries (form and semantics), but meanings that serve a certain function in a social setting.

HOMEWORK TASK FOUR

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

STRATEGIC COMPETENCE

"If you do not know a foreign language, its form and semantics, this does not mean that you donot know how to communicative in certain social situations in that foreign language" (Azizov, personal communication).

GOALS

This section presents communication strategies that could support ones'

ability to be understood in an additional language when he or she lacks linguistic, pragmatic, and sociolinguistic competencies in the target language. Communication strategies, also known as strategic competence, help learners bridge the gap between what they can say and what they want to say.

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

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

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

INTRODUCTION AND OVERVIEW

Often, one thinks that if we know linguistic rules (i.e. form and semantics) of a language then we will be able to communicate effectively in the target language. However, this is far from the truth. When a person communicates in an additional language that is not his/her own primary language, oftentimes there are words, phrases, and clauses that could be misunderstood or misinterpreted.

Thus, there is a difficult relationship between knowing how to be accurate in a language while also being fluent, which can sometimes, if not spoken effectively, can cause communication breakdowns. Additionally, every time we speak a language we are taking risks that could promote or hinder communication. Sometimes we are embarrassed (e.g., losing face), we do not want to offend anyone, scared of miscommunication, and misunderstanding. For example, authentic situations such as telephone conversations and job interviews pose lots of concerns for language learners that are less manageable by applying only linguistic rules. For example, what to do if you do not know the meaning of a word/question that is asked in a job interview, to which you have to answer; at the same time, to say to the interviewer that you do not know the meaning of a word directly shows your level of comprehension that might be treated by the interviewer negatively.

The traditional foreign language curriculum in Uzbekistan does not deal with these communicative situations. Instead, language education has focused on

memorizing linguistic rules that might have nothing to do with real-life situations. This section introduces some ideas about how to teach these strategies to students.

Think about the following:

1) Think about a time when you used communication strategies to continue a conversation. What were you trying to say? What strategy did you use? What was the result?

UZBEK VIGNETTE

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

REFLECTION

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

ACTION

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

KEY CONCEPTS

There are seven key concepts in this section: strategic competence; an

uneasy situation; repair strategies; reduction strategies; generalization strategy; the extended paraphrases; and, compensation. We will briefly explain each one below.

Strategic competence – in having deficiencies in knowledge (linguistic, pragmatic, andsociolinguistic competences), being aware of how one is able to compensate such deficiencies to communicate effectively (Celce-Murcia, 2000, p. 16).

An uneasy situation – a breakdown that might happen during the communication because of (a) a speaker comes across the unfamiliar topic, (b) a speaker faces a situation, in which his/her interlocutor fails to understand the speaker (Canale& Swain, 1980).Repair strategies – the ways through which one is able to overcome an uneasy situation. They are reduction strategy, generalization strategy, paraphrases (Dornyei &Thurrell, 1991).

Reduction strategy – reducing and/or adapting what we know to our goal. Example: if we do not know the vocabulary on routes/travels/tickets, buying a ticket from an automatic vending machine, on which the pictorial explanation is accompanied to customers. By this, we avoid the risk of not being understood by a native speaker.

Generalization strategy – replacing a specific term with a commonly used word without destroying a general meaning of a message. For example, using this thing instead of screwdriver, for example.

The extended paraphrases – saying its functions rather than mention exactly its name. For example, while talking people can come across special terms that they do not know in foreign language, in which one can use extended paraphrases such as "how one can say this devise in your language, with which you can combine two metals together so that they cannot be separated and transmit electricity" (i.e. the function of a devise is targeted).

Compensation – a communicative process, in which a speaker uses verbal and non-verbal language to compensate for communication problems that is caused by speaker's insufficient knowledge in linguistic rules.

SUMMARY

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

HOMEWORK TASK FIVE

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

Lecture 3: Teaching language through Discourse-based and constructivist approach.

Plan:

1. Language teaching in a Discourse-based approach.

2. Constructive approach to teaching.

3. The main components of constructivist teaching.

Key words and expressions:

Discourse-based, listening, reading, writing, speaking, constructive approach, co-operative learning, scaffolding

Discourse-based Teaching

Discourse-based teaching using authentic written and spoken discourse can be a perfect resource for teachers to teach the different language skills. For instance, through a newspaper article, a letter or an extract from a book, a teacher can teach a grammar rule. Students can learn the rule, how it is used in context as well as learn new vocabulary and benefit from reading the article. Then through using the same piece of discourse, students can practice speaking through retelling the information in the article to a partner/to the class, with an emphasis on using the taught grammar point correctly. Also, students can write an essay or a paragraph about a certain idea in the article. Moreover, a teacher can use a natural

piece of spoken discourse like a real recorded conversation, a phone call, an interview, or a speech to teach, for example, the suprasegmentals of English. Through that, students can learn oral discourse management of rhythm and intonation as well as having a chance to explore authentic social interaction that takes place between people in L2. Then, a teacher can design a role play or student-led discussions and debates in order for the students to practice speaking through what they have learned, and assign a writing exercise to practice writing.

Advantages of Using Discourse

- Learn grammatical rules in context.

- Get familiar with essay organization.

- Explore how punctuations are employed in a text.

- Explore different writing styles.

- Improve learners' oral communicative competence, e.g. mastering oral discourse management of prosody: rhythm, stress and intonation (Celce-Murcia & Olshtain, 2000).

- Explore naturally-occurring social interaction in L2.

Application

Written Discourse

The teacher can choose any piece of informative written discourse that serves the main objective (s) of the lesson. In addition, through the same text, the teacher can highlight other aspects of written English like punctuations or capitalization depending on the age and the level of the students. For instance, a passage about a certain topic, e.g. famous sites in the world "Statue of Liberty", can be chosen to teach the passive voice in context as well as developing other language skills.

Reading

- Students practice reading the text.

- Students learn some information about the history of the "Statue of Liberty" and develop comprehension.

- Through reading the text, students learn the passive voice inductively and see how it is employed in context.

- Students learn new vocabulary.

Speaking

- As a warm-up, the teacher can start by asking students about the "Statue of Liberty", e.g. ask questions about its location, history, etc.

- As a post activity, students can discuss in pairs or as a class other famous sites with an emphasis on using the passive.

Listening

- Through engaging in discussions, learners have the opportunity to listen to each other speaking. While students are working in pairs, the teacher may ask each partner to write down notes, like misuse of the passive, as a form of peer review.

Writing

- Students may be asked to choose a famous sight, gather information, and write an essay/paragraph about it. It can be assigned as homework.

Spoken Discourse

The teacher can adopt any material of English spoken discourse, e.g. TV interview, that serves the point of the lesson and suits the level of the learners. It is important for the teacher to provide a written copy of the listening material after practicing listening several times in order for the learners to write notes and go back for it later whenever needed.

Listening

- After introducing the topic, learners listen to/watch the TV interview several times.

- Learners get familiar with the English intonation, stress, pausing and other characteristics of the spoken language.

- Learners get the chance to listen to expressions, phrasal verbs, and grammatical structures used in real-life context.

Speaking

- After listening several times, the teacher can design a speaking activity, like working in pairs or groups of three to analyze, discuss, report, or debate what they have listened to. The teacher should monitor students' use of suprasegmentals, grammar and use of expressions.

Writing

- Learners can be assigned to write a paragraph or essay, like a reflection or their opinions, about a certain point in the listening section.

Reading

- As a peer review, students can exchange papers, read each others' writing and write comments, if necessary, for improvement.

Constructive Approach

Constructivist teaching is based on constructivist learning theory. This theoretical framework holds that learning always builds upon knowledge that a student already knows; this prior knowledge is called a schema. Because all learning is filtered through pre-existing schemata, constructivists suggest that learning is more effective when a student is actively engaged in the learning process rather than attempting to receive knowledge passively. A wide variety of methods claim to be based on constructivist learning theory. Most of these methods rely on some form of guided discovery where the teacher avoids most direct instruction and attempts to lead the student through questions and activities to discover, discuss, appreciate and verbalize the new knowledge.

History

Constructivist teaching methods are based on constructivist learning theory. Along with John Dewey, Jean Piaget researched childhood development and education. Their theories are now encompassed in the broader movement of progressive education.

Constructivist learning theory says that all knowledge is constructed from a base of prior knowledge. Children are not a blank slate and knowledge cannot be imparted without the child making sense of it according to his or her current conceptions. Therefore children learn best when they are allowed to construct a

personal understanding based on experiencing things and reflecting on those experiences.

This view represents the shift from education based on behaviourism, to education based on cognitive theory. Thus, behaviourist epistemology essence is based on intelligence, domains of objectives, levels of knowledge and reinforcement; however in the case of constructivist epistemology it is the learner who constructs their knowledge on the basis of interaction with the environment. The primary message of constructivism is that active learning enables the students to construct their own knowledge and make their own meaning of what is being thought. According to this approach, acquiring second language will be effective in authentic and complex learning environment or situation. One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences. According to Reinfried constructivist language learning should be action oriented where language is learned through collaboration, free creation is praised, and learning is achieved by actively doing projects and self teaching. Constructivist language learning should be learner centred that supports individualization of learning and autonomy. Learner should develop awareness not only for learning but for the language itself and for the intercultural aspect as well. Constructivist language learning is to be holistic with content oriented perspective, authentic and complex learning environment.

Principle of Constructive approach

One of the most important principles in constructivist approach to language teaching is *action orientedness*. Co-operative learning (such as pair work, group work or any other social forms of learning), creative and active participation in classroom activities, learning by preparing various projects as well as learning by teaching (when the student is asked to take over teacher's role) have been treated as the major tasks referring to the action oriented method. The second principle in constructive language teaching is *individualisation* of learning which is *centred on the learner*. It is the learner who is allowed to decide about the fragments and

sections of the materials provided by the teacher during the lesson. This possibility to make choices fosters learner's autonomy, thus it takes into account their preferable style and type of learning. Another principle of constructive approach refers to holistic language experience which refers to content-oriented language teaching and usually takes place in bilingual classes. Constructive approach to language teaching is based on the foundation that knowledge is constructed not received. It is based on thinking and analysing not memorising. It also lays emphasis on understanding and applying and not repeating.

Principles of Constructive Approach

Process oriented Awareness

Content Awareness

Intercultural Awareness

Creativity

Collaborative Learning

Language Awareness

Individual Learning

Cultural Awareness

Learner Oriented

Learners Autonomy

Constructivist teaching involves negotiation and scaffolding.

Negotiation is an important aspect of a constructivist classroom. It unites teachers and students in a common purpose. It is important for the teacher to talk openly with the learners about the choice of new information as well as the way of introducing it during classes, and the formal constrains such as obligatory curriculum. Scaffolding is a more systemic approach to supporting the learner, focusing on the task, the environment, the teacher, and the learner. Scaffolding provides temporary frameworks to support learning and student performance beyond their capacities. The concept of scaffolding represents any kind of support for cognitive activity that is provided by an adult when the child and adult are performing the task together (Wood & Middleton, 1975).

Instructional practice in constructivist classrooms values prior knowledge, is context embedded, integrates cooperative group work, multidimensional assessment, and integrates language, content, and process.

In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject. Teaching strategies which can be used in this approach is that a teacher can use a picture from students' cultural background. Ask students to describe as they say the words, and write the words on paper, put words together and look for patterns. Write sentences from the words formed. Some of the activities that could be involved in constructive classroom while teaching language are role playing, theme and content based, oral presentations, discussions and debates, metaphors, interactive, collaborative, real life examples, portfolio evaluation etc. Students can construct additional knowledge by writing poems, short plays, screen plays, legal briefs, journals, diaries etc.

Merits of Constructive Approach

This method of teaching is effective for students who learn better in a hands-on environment and helps students to better relate the information learned in the classroom to their lives. Children learn more, and enjoy learning more when they are actively involved, rather than passive listeners. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand. Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings. Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas.

Demerits of Constructive Approach

There are also some demerits to constructive teaching. The training necessary, for constructive teaching is extensive and often requires costly long-term professional development. With an average number of students in one classroom, teachers are unable to customize the curriculum to each student, as their prior knowledge will vary. The constructivism curriculum also eliminates standardized testing and grades. It requires more time and energy

Consequences for the classroom

There are many consequences for teaching and the classroom if you adhere to constructivist principles. The following chart from the Teaching and Learning Resources wiki compares traditional and constructivist classrooms across several components.

Traditional Classroom	*Constructivist Classroom*
Curriculum begins with the parts of the whole, Emphasize basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests valued.
Materials are primarily textbooks and workbooks.	Material include primary sources of material manipulative materials.
Learning is based on repetition.	Learning is interactive building on what the student already knows.
Teachers disseminate information to students. Students are recipients of knowledge.	Teacher have dialogue with students, helping students constract their own knowledge.
Teacher's is directive, rooted in authority.	Teachers role is interactive, rooted in negotiation.
Assesment is through testing and correct answers.	Assesment includes student works observations and points of view, as well as tests. Precess is as important as product.
Knowledge is seen inert.	Knowledge is seen as dinamic, ever changing with our experiences.
Students work primarily alone.	Student work primarily in groups.

Essential components to constructivist teaching

There are several main components to include if you plan on adhering to constructivist principles in your classroom or when designing your lessons. The

following are from Baviskar, Hartle& Whitney (2009):

Elicit prior knowledge

New knowledge is created in relation to learner's pre-existing knowledge. Lessons, therefore, require eliciting relevant prior knowledge. Activities include: pre-tests, informal interviews and small group warm-up activities that require recall of prior knowledge.

Create cognitive dissonance

Assign problems and activities that will challenge students. Knowledge is built as learners encounter novel problems and revise existing schemas as they work through the challenging problem.

Apply knowledge with feedback

Encourage students to evaluate new information and modify existing knowledge. Activities should allow for students to compare pre-existing schema to the novel situation. Activities might include presentations, small group or class discussions, and quizzes.

Reflect on learning

Provide students with an opportunity to show you (and themselves) what they have learned. Activities might include: presentations, reflexive papers or creating a step-by-step tutorial for another student.

Inquiry-based learning (IBL)

Learners pose their own questions and seek answers to their questions via research and direct observation. They present their supporting evidence to answer the questions. They draw connections between their pre-existing knowledge and the knowledge they've acquired through the activity. Finally, they draw conclusions, highlight remaining gaps in knowledge and develop plans for future investigations.

Examples of Inquiry-Based Labs (Video)

Problem-based learning (PBL)

The main idea of PBL is similar to IBL: learners acquire knowledge by devising a solution to a problem. PBL differs from IBL in that PBL activities

provide students with real-world problems that require students to work together to devise a solution. As the group works through the challenging real-world problem, learners acquire communication and collaboration skills in addition to knowledge.

Cooperative learning

Students work together in small groups to maximize their own and each other's learning. Cooperative learning differs from typical group work in that it requires interdependence among group members to solve a problem or complete an assignment.

IV. AMALIY MASHGʻULOTLARING MAZMUNI

Seminar 1: Teaching communicative competence through speaking

1. Teaching communicative competence through speaking.

2. The role of speaking skills in teaching communicative competencies.

Activity №1

I. Answer the questions:

1. What methods of teaching foreign languages were used when you studied?

2. What was the main purpose of this method?

3. Did this method cause any problems for teachers and learners?

II. Discussion: Match your answers with the information given below:

Speaking and Communicative Competence

"The basic assumption in any interaction is that the speaker wants to communicate ideas, feelings, attitudes, and information to the hearer or wants to employ speech that relates to the situation. The objective of the speaker is to be understood and for the message to be properly interpreted by the hearer(s). It is speaker's intention that needs to be communicated to the hearer" (Celce-Murcia & Olshtain, 2000, p. 166).

Language teachers in Uzbekistan often utilize the Grammar Translation Method (GTM) when they teach the skill of speaking. To master speaking skills has meant to memorize form/structure and meanings/semantics. As such, students are expected to follow linguistic rules and dictionary meanings (i.e., denotation) while speaking about any topic. Teaching speaking within a GTM conceptualization has often caused some problems that carry over into real (and substantial) human communication. With the introduction of Communicative Language Teaching (CLT) in Uzbekistan, in 2012, the focus has shifted from learning *form* and *semantics* to studying language in *use*. We do not argue that the GTM is invaluable, and we respect what this methodology brings to the area of language teaching and learning. Within *use*, however, language learners are expected to consider the intended meaning of an utterance (i.e., pragmatic competence), and/or take into

consideration values, beliefs, and shared knowledge (i.e. meaning-in-use). A question arises regarding how to teach not only form/semantics, but also use in EFL classes in Uzbekistan via speaking activities.

Topic: Researching different sociolinguistic categories (e.g., age, gender, and nationality) about how people respond to the utterances *hello*, *how are you,* and *I heard you have problems these days*.

Purpose: To understand how different categories of people respond to utterances *hello*, *how are you*, and *I heard you have problems these days* from the maxims of quantity and quality (see Grice, 1975, and chapter 1 for a detailed discussion of maxims). Generally, the maxim of quantity implies how many words/sentences different categories of people use to respond to the utterances *hello*, *how are you*, and *I heard you have problems these days* (i.e., language variation). On the other hand, the maxim of quality means to what extent a person who is responding is open/genuine, and thus telling the truth about his or her state of being. Usually, people (e.g., friends, relatives) respond (Please note that the proposed activity is one example out of many. This example is given to show how a teacher can organize class based on CLT via speaking activities. This activity will serve as a framework for organizing such classes with different topics, in different contexts in the future) to the utterance *I heard you have problems these days* as follows: (i) shortly "no," meaning this person does not want you too close to him or her. Thus, he or she is not open, even though he or she has a problem; or, (ii) people are very open and tell all his or her problems. The meaning of the utterance *I heard you have problems these days* depends on how people respond to your question. Thus, forms/structures and meanings/semantics are meaningful while speaking takes place. Students doing this speaking activity will feel how form, rules, and dictionary meanings are deployed in real life situations to accomplish a communicative goal.

Focus: questioning people (i.e., other students, relatives, friends (via phone, for example)) by asking: *hello*, *how are you*, and *I heard you have problems these days*.

Activity №2: individual work.

A. Obtain different types of data and explore how different categories of people respond to *hello*, *how are you*, and *I heard you have problems these days.*

B. Record the answers, with the permission of interlocutors with the help of mobile phones.

C. Write down their responses, categorize people's answers based on three categories – age (group 1), gender (group 2), or nationality (group 3). Try to understand language variations in the context of different categories (i.e., age, gender, and nationality).

D. Analyze the content of these communications from the viewpoint of the maxims of quality and quantity. For example, the maxim of quality – whether Russian speaking people in comparison to Uzbek speaking people were more open while answering, and/or told the truth about their inner state (i.e., the hearer's assessment of the speaker's utterance as being true in accordance with generally accepted social norms, rules, traditions). The maxim of quantity – whether different categories of people use long/short sentences; one, two or three moves to answer the questions. These results will be compared to the answers taken from the authentic materials in English or from a proficient speaker of English.

E. Look into authentic materials (e.g., movies), in which proficient English speakers will answer the questions *hello* and *how are you.*

F. Carry comparative analysis of your survey result and answers taken from the authentic materials.

G. Present your findings.

CONCLUSION

These activities have demonstrated how different non-linguistic factors such as age, gender, and nationality affect the way people order their speaking; and how these non-linguistic factors make people choose a certain type of grammar, semantics, syntax, stylistics while speaking. Thus, learning language should not only be limited to memorizing the linguistic rules; it should also take into consideration how people appropriately speak in real-life situations.

Seminar 2: Teaching communicative competence through listening

1. Teaching communicative competence through listening.

2. The role of listening in teaching communicative competencies.

Activity №1

Read the following information and discuss it with your peer.

Listening and Communicative Competence

"When people listen – whether they are listening to a lecture, a news broadcast, or a joke, or are engaging in a conversation – they are listening to a stretch of discourse. ... good listeners make use of their understanding of the ongoing discourse or co-text (i.e., they attend to what has already been said and predict what is likely to be said next" (Celce-Murcia & Olshtain, 2000, pp. 102-3).

Listening within Grammar Translation Method (GTM) classes in Uzbekistan has been an activity within which purely linguistic features such as phonetics (i.e., whether one pronounces sounds correctly), grammar (e.g., whether tenses are used properly), semantics (i.e., whether one can translate what is heard within the meanings fixed in dictionaries) have been taught and assessed. As such, listening and the comprehension of it have depended upon knowing these linguistic features. With an outgrowth of the works of anthropological linguists such as Hymes and Halliday (Celce-Murcia, Brinton, & Snow, 2014, p. 8), listening has started to be regarded as an activity of interpretation, and not just understanding the linguistic rules/features. An interpretation of what is listened to is closely connected with the term *discourse* – a social event happened in a particular time and space within which prior knowledge, sociocultural knowledge, shared norms and rules as well as a certain regime of truth determine the meaning of a conversation. This definition implies that comprehension of a listening activity is closely connected with interpreting a particular discourse, and not the text itself. This section will show how one can teach listening via discourse in the context of communicative competence.

Activity №2 (Sociolinguistic Competence)

Topic: The person you really need to marry.

Background: Ted Talk. A talk by Tracy McMillan, a television writer from the United States.

Purpose: To understand how the idea of whom one should marry is meaningful from the viewpoint of an American cultural perspective, as well as how one should understand "The person you really need to marry" in its social context (i.e., beliefs, norms, and traditions).

A. Answer the following questions:

1. What is the meaning of *really* in her talk title?

2. Why does the audience applaud when she said she had married three times?

3. What are those social conditions (beliefs, norms, etc.) that make "The person you really need to marry" meaningful and successful in American society?

4. What is the meaning of the "The person you really need to marry" in Uzbek culture?

Activity: Individual work, interpreting, group discussion.

A. Try to answer the questions mentioned in the pre-work section above by taking brief notes.

B. Talk in pairs and/or groups and discuss the answers to the four questions.

C. Volunteers from each group talk on behalf of the group. Students are not expected to understand everything, but key ideas that make McMillan's speech meaningful and successful to the audience.

D. Make a speech on the same topic that you think is relevant and socially acceptable in Uzbek culture.

Activity №3 (Pragmatic Competence)

Topic: Understanding a word – hello – beyond its dictionary meaning.

Purpose: To understand how *hello* might have different social meanings depending on time, space and social context; and, at the same time how by saying

hello people transmit their intentions to the other party.

Focus: Listening and watching a video taken from YouTube: https://www.youtube.com/watch?v=5aeCxWyNAQQ;

Pre-activity:

A. Discern the fixed meanings of *hello* by using a published English dictionary.

Activity: Individual work, interpreting, group discussion.

The Oxford Advanced Learner's Dictionary (2015) states three meanings of hello:

1. … Used as a GREETING when you meet somebody, when you answer the telephone or when you want to attract somebody's attention.

2. …Used to show that you are surprised by something.

3. …Used to show that you think somebody has said something stupid or is not paying attention.

While-activity:

A. Listen to a conversation from YouTube that focuses on using the word *hello* without watching it.

B. Find out what meanings of hello each situation contains.

C. Write in the "Definition without a social context" column what meanings of *hello* are used without watching the video, but listening only. Students are limited to discern the meanings of *hello* out of the three given above by *The Oxford Advanced Learner's Dictionary*.

Post -activity:

A. Watch (one can interpret a social context) and listen to the video carefully, and see how a social context can give new meanings (meaning-in-use) of *hello* depending on time, space, and social context.

B. Write your findings in the "Definition with a social context". What is the intention of the speaker? column.

Handout 1

#	Word	Definition without a social context	Definition with a social context. What is the intention of the speaker?
1	Hello		
2	Hello		
3	Hello		
4	Hello		
5	Hello		
6	Hello		
7	Hello		
8	Hello		
9	Hello		
10	Hello		
11	Hello		
12	Hello		
13	Hello		
14	Hello		

CONCLUSION

The activity in this section has shown how listening comprehension is not limited to meanings fixed in a dictionary. Social circumstances play a role in defining the meanings of words. People, while comprehending oral speech, should also be able to recognize a social context, which listening and listening comprehension depend upon.

Seminar 3: Teaching communicative competence through writing

1. Teaching communicative competence through writing.

2. The role of writing skills in teaching communicative competencies.

Activity №1

Read the following information and retell it.

Writing and Communicative Competence

"From the sociocultural perspective, writing is seen as part of a socially and culturally situated set of literacy practices shared by a particular community. From this perspective, the process of learning to write is the process of becoming a member of a discourse community, a group of people (e.g., biologists, politicians, or even fans of a particular musical genre) who share values and assumptions about using language and also have certain ways of using language (oral or written) for particular purposes" (Weigle, 2014, p. 223).

Teaching writing is perceived as a difficult task for language teachers. In a traditional classroom, students are asked to do translations, read texts, retell them, and conduct grammar exercises. Thus, most students from universities throughout the Republic of Uzbekistan demonstrate insufficient knowledge to write well-organized, genre-specific, and culturally-situated texts. Additionally, most language teachers in Uzbekistan report that writing is an individual activity. Therefore, at the end of a semester of study, what is going to be measured is the final written product instead of the *process* of writing. As it is assumed by most teachers in Uzbekistan, to know syntactical rules and to be competent in logically ordering texts leads to the production of successful information in a paper. However, with the development and implementation of CLT writing has started to be regarded as a socialized discursive process. In this process, a reader of a written message plays a great role in interpreting a conveyed meaning. It is not only a writer that should follow syntactical rules and logical coherence to successfully communicate a meaning, but a reader (his culture, his shared knowledge, the truth that he is embedded in, etc.) of this written message should be taken into consideration.

Activity №2

Topic: Recommending someone.

Purpose: To understand how culture could influence someone's choice of syntax, grammar, and semantics in writing. While understanding this concept, one should take into consideration the reader's culture, shared knowledge and truth, which in turn leads to convincing the reader regarding a recommended person.

Focus: Writing a recommendation letter in class.

Pre-work: None.

Activity: Pair-work, discussion.

A. Write a recommendation letter about each other. This recommendation letter should be submitted to a Fulbright Scholarship Program, as your friend has applied to the program. The program allows accomplished scholars from Uzbekistan to stay in the United States for up to one year to conduct research at American universities. The recommendation letter should convince a reader in his or her field of expertise that the applicant can conduct research at an academic level (See Example 1 below).

B. Finish writing the letter of recommendation within 30 minutes (type on laptops or handwrite on paper).

C. Compare a proficient English writer's letter (See Example 2 below) along with the letter written by you in class.

D. Find the differences between these two letters: (a) semantics – word choice, that is, more verbs vs. adjectives, word collocations while recommending an applicant; (b) syntax – how these letters are structured in terms of simple, compound and complex sentences, passive and active voices. Using active or passive voices show whether a person that is recommending is direct (active voice) and thus tries to show his or her direct relation to the recommended person, or not (passive voice); (c) grammar – what tenses a person that is recommending uses. By this, we can see whether we are leaning upon facts (past tense, what one did), or upon people's present state of being in general (e.g., the present tense with an

example *he is a good person*); (d) how recommending an applicant in individualist vs. collectivist societies reflects on grammar, syntax choices, etc.

E. Write the differences you have found on your laptop and explain why these differences are the case.

Handout 1.

Example №1 A letter written by an English teacher in Uzbekistan, whose nationality is Russian

REFERENCE LETTER

Date Dec 5th, 2017

Name: XXX

Title: Senior lecturer

Institution: XXXX

City: XXXXX

To whom it may concern

Dr. Mr./Mrs.,

As the participant of teacher training course in Uzbekistan State World Languages University, it is a privilege for me to write a reference letter for Mr. XXX and his/her position XX is mentioned.

Undoubtedly, Mr. XXX has been the vital part of the professional growth of University of World Languages being the member of new curriculum committee and eagerly taking up extra responsibilities as researcher in the new areas of social constructivism, cognitive linguistics, critical linguistic analysis, discourse analysis, and interpretative methodology in social sciences.

His recent publications in the above mentioned areas have shown that XXX embraces any opportunity for professional development, which makes him an ideal promoter of socio-linguistics studies in the Republic of Uzbekistan. I particularly want to highlight his book XXX, published in Berlin in 2015, which is very crucial for our region.

In his position as XXX he or she is able to build effective working relations between all his staff members and trainees demonstrating a high level of

competence, integrity and commitment.

I recommend Dr. XXX to you without reservation. If you have any further questions with regard to his background or qualifications, please do not hesitate to contact me.

Sincerely,

X

Handout 2.

Example №2 A letter written by a proficient English writer from the United States

Dear Members of the Search Committee,

I am pleased to write this letter of recommendation for Dr. XXX, who is applying for the Fulbright program. I have known Dr. XXX since May 2017 when we discussed empirical and conceptual research in Central Asia, co-constructed an abstract for a professional international conference, co-taught a class on pragmatics, and collaborated on the review of a national in-service teacher education program, so I feel well qualified to comment on his research, teaching, ability to work with others across cultures, and English language skills. By way of foreshadowing my final comments, let me add that in each of these contexts Dr. XXX has done excellent work, and I look forward to reading about his future research that will come from his time on your program.

As a scholar, one needs to have a strong research agenda. Dr. XXX's research trajectory is noteworthy, and his passion about his research seeps through in conversations. With three peer-reviewed journal articles and two books, his research focus is on multidisciplinary approaches that brings together the areas of political science, international relations, sociology, and linguistics. In his recent research -- which he wrote an abstract for the international American Association of Applied Linguistics (AAAL) Conference under my guidance – he took an applied linguistic perspective to how states, international organizations, and individuals in Central Asia share meanings and by this way stay connected to each other as a self-referential social system. The paper is titled, "AAA." This

interdisciplinary research based in linguistics and utilize international research theory, is not common in the field of Applied Linguistics, and has been met with much anticipation from me and my colleagues at AAAL.

In addition to having a strong research agenda, a strong scholar should also be able to discuss his/her area of research specialization with anyone who is interested in learning about it. Dr. XXX's ability to explain complicated topics to people who are not used to hearing about specialized information is exceptional. In a class I co-taught with him for university English teachers on pragmatics on English language learning and teaching, teachers could understand the close ties among language and context. I was impressed with his ability to take a complicated topic and make it manageable for the teachers to understand. The topic of pragmatics is particularly important for Dr. XXX because his research agenda is based on the ability to understand how language, context and cultures interact. Additionally, as evidenced in his curriculum vitae, Dr. XXX has much experience teaching classes and I have full confidence Dr. XXX would excel in any capacity if he had to give presentations, lectures, or teach university classes the undergraduate or graduate levels about complicated topics in social constructivism in international relations, cognitive linguistics, critical and discourse analysis, and methodology in the social sciences.

A scholar should also be well-organized; his planning and organization skills are worthy of discussion. I collaborated with Dr. XXX on the review of the national in-service teacher training curriculum for university English teachers at the Republican Scientific-Practical Center of Developing Innovative Methods of Teaching Foreign Languages under the Uzbekistan State University of World Languages. For three months, Dr. XXX was able to plan teacher trainings, focus-group interviews, and individual interviews for me to conduct and analyze data. His program administration, as the XX (his or her position) of the Innovative Center, is outstanding, and the program would not only have a wonderful researcher and teacher, but also a well-established administrator.

A scholar needs to have exceptional English language skills. As a native

speaker of American English and after having lived and worked in over six different countries throughout the world, I am proud to say Dr. XXX's language skills – both in speaking, reading, writing, listening, and translation / interpretation – is exceptional. Furthermore, one of Dr. XXX's main strengths lies in his personal and interpersonal skills. I have found him to be energetic, enthusiastic, reliable, well-organized, and pleasant. He takes feedback well and he is truly concerned with being an excellent researcher and teacher. He also gets along well with teachers from diverse cultural and linguistic backgrounds across Uzbekistan. At the Innovative Center, he was well liked by both his faculty and staff. In addition, he has demonstrated his ability to learn new languages and to live and thrive in cultures other than his own (e.g., Germany and Japan). I have no doubt he will be outstanding on your program.

I am delighted to give Dr. XXX my strongest possible recommendation. I can think of no one better suited to take on these responsibilities. Please feel free to contact me if you have any questions regarding this recommendation. I can be reached by telephone at TTTTTT or by email at MMMMMM.

Sincerely,

XX

Activity№3

Topic: Welcome: writing an address for your establishment's website.

Purpose: To understand how two different cultures influence the way one structures his or her form and semantics in writing. The differences will lead to an understanding of the language-in use in the context of the university welcome address.

Focus: Writing a welcome address for the university website.

Pre-work: None.

Activity: Pair-work, discussion.

A. Work in pairs and write a welcome address for a university website for potential incoming students. This welcome address will be read by millions of people, who are interested in university/institute life. The address should reflect the

social role that the university/institute takes while fulfilling its main functions for society. The address should also attract future students, so at the same time, it should have an advertising purpose. The address should be limited to 200 words and it must be in English.

B. Finish writing within 30 minutes and compare the finished writing with the one that is written by a proficient English writer from the United States.

Handout 3.

An English specialist from Uzbekistan	An English specialist from the United States
Welcome to the Uzbek State World Languages University.	Welcome to the Uzbek State World Languages University.
Applying the Uzbek State World Languages University enables you to have enough competence to communicate with the world much more easily, since we provide our students with the sufficient knowledge based on both the language and culture.	We are delighted you have taken an interest in joining our community of language practitioners, scholars, and researchers and look forward to building a lasting and professional relationship with you. The university provides students with exceptional knowledge and skills in language learning, teaching, translation, and interpretation. As we believe in creating transformational learning experiences for students, we wholeheartedly support the connection between language and culture in our every day practices. Through our rigorous curriculum and exceptional teaching, you will gain enough competence to communicate and interact with people and

Our undergraduates are able to obtain the skills of 27 languages that have their centers offering free face-to-face classes and speaking clubs. The lessons are professionally organized in three languages, namely Uzbek, Russian and English. Receiving their diplomas, the graduates have been employed at the ministry of foreign affairs, educational institutions, international companies, JV enterprises and other governmental as well as nongovernmental administrations.	organizations from around the world within varying socio-cultural contexts. Our undergraduates have had a tremendous impact on the global society and have been able to obtain the skills of multiple languages. Alumni from the university have gone on to become translators and interpreters, language educators, policy makers, workers in international companies, and also employees in JV enterprises. A degree from Uzbek State World Languages University will open many doors to careers that will support your professional and academic development.
We hereby feel totally grateful to invite you to our higher institution.	We hereby feel grateful to invite you to join our collaborative and engaged community of language professionals in order to make the world a more meaningful place.

C.Compare the linguistic and sociolinguistic differences based on the following criteria:

a) *audience*: that is, whether the address clearly knows whom it is addressing; is it clear from the utterances who is expected to read the address?;

b) *politeness*: what do you think? Which address is more polite and how is this politeness is achieved?

CONCLUSION

Both activities have demonstrated how writing is affected by culture(s). The Uzbek/Russian and American ways of thinking are not the same, even though

those who wrote the given materials have a good command of English. Thus, through writing, students learn not only to write grammatically correct sentences, but also appropriate and persuading messages.

Seminar 4: Teaching communicative competence through reading

1. Teaching communicative competence through reading.

2. The role of reading skills in teaching communicative competencies.

Activity№1

Read the following data and discuss it with your partner

Reading and Communicative Competence

"In the process of trying to understand a written text the reader has to perform a number of simultaneous tasks: decode the message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and finally, understand what the author's intention was. In this process, there are at least three participants: the writer, the text, and the reader" (Celce-Murcia & Olshtain, 2000, p.119).

Teaching reading in Uzbekistan has been regarded as a structured process. This process means that the text's meaning is dependent upon knowing the structured relations within a text. The structured relations are associated with anaphoric and cataphoric references, with the help of which a reader, as is believed within the GTM, easily interprets the text's meaning. Generally, within the GTM, the relationship between the reader and the text is scrutinized. What is left out of analyses is the author, who can bring into a text different types of interpretations, worldviews, and discourses (i.e., meaning-in-use). As is seen within the CLT, the author is not passive, but active in constructing meanings in a text. What is written is not neutral, but reflects the author's point of view, culture, ideology, and shared norms on things.

Topic: Assessing the educational system in *Country Name*.

Purpose: To understand how a certain type of assessment by the author became possible while interpreting the education system in *Country Name*.

Focus: Interpreting the text "*Country Name*: An educational system in crisis".

Pre-work: None. Only sociolinguistic competence is needed.

Activity: Individual work, group discussion.

I. Read the following text (see below) carefully.

II. While reading the text, interpret the meanings of photos that appear within the text to deliver a certain ideological meaning.

Handout 1.

*Country name***: An educational system in crisis**

Country name has implemented reforms aimed at giving pupils an equal shot at a good education. But the introduction of centralized university entrance exams has so far failed to end corruption in the school system.

© picture-alliance/dpa

Country name's educational system in the post-Soviet era was largely rooted in patterns from the second half of the 20th century. Just a few subjects were withdrawn from the curriculum at the beginning of the 1990s. Whether children got a good education depended heavily on their individual teachers and on how wealthy their families were. University education was mainly reserved for the offspring of urban, high-income families. *People from that country* from rural

areas had to get by with the equivalent of a high school diploma or vocational training.

In the middle of the 1990s, reforms were introduced, and many schools changed course. Specialized educational institutions sprang up. College degrees, which had lost some attractiveness due to the financial difficulties of the 1990s, regained their luster. But the university admissions process got more and more difficult. Citing corruption in the admissions committees, the government put an end in the early 2000s to the existing system of university entrance exams.

Unified University Examinations

Centralized college admissions testing may do little to curb corruption

In place of the old exam system came the unified university exams, which are now administered by a central body to each graduate of the 11th grade in all 83 of *Country*'s regions. The centralized exam tests each of the most important school subjects, like *Country's* language and literature, math, foreign languages and natural science. Those who want to attend university submit their scores to their desired colleges. Only select institutions like the public universities in *City 1* and *City 2* are allowed to require additional tests. "The idea was good, but the result has been sobering," said *Person's name* of the *Organization's name*, adding that as soon as the new national exam was introduced, problems came up. An enormous number of high school graduates crowded into the large universities in the capital, where the infrastructure was not in place to accommodate them." There isn't even enough room in the dorms," *Person's name* said.

Deeper problems

But deeper and more serious problems in the educational system remain.

Person's name notes that corruption is still prevalent, shifting away from the university admissions process but settling instead in secondary schools.

Administrators measure their success by kids' exam scores

"Students' grades in the official university exam have also become a criterion for the success of local educational bodies," *Person's name* said. That leads to a system in which regional governments as well as school principals and teachers want to beat one another out when it comes to exam scores. Entire curricula are now built around getting good grades on the centralized exam, while actual learning and knowledge fades more and more into the background, in *Person's* estimation. "The educational system is in a critical position," he said. One result: universities have to make up for the gaps in students' secondary education once they get to college. That cuts into the time needed for advanced learning, leading to inadequately trained graduates leaving university. The emerging system is one reason that many young *people from that country* attempt to study abroad.

Courses in ethics, religion

Country's schools also get bad marks when it comes to social concerns - with serious consequences. The country has the highest suicide rate among young people. "The role of the teacher has been completely devalued in the last 20 years, and this development begins to emerge as early as pre-school. Everything is oriented around the computer and not around the teacher," said *Person's name*.

New courses, new exams, but the same problems?

An international study showed that Finland's elementary teachers earn much higher salaries than teachers in grades with older students. The rationale is that elementary school teachers do not primarily convey knowledge, but rather promote the ability to think critically, which demands a high degree of pedagogical skill. However, the opposite holds true in *Country's name*. Elementary teachers earn too little and are not sufficiently trained, *Person's name* says. As is often the case, *Country's* response to the situation is to issue an official decree. In a few schools,a new subject has been introduced: foundations of religious cultures and secular ethics.

Parents can decide what their children should learn: the basics of Islam, Buddhism, Judaism or more general topics like worldwide religious cultures or secular ethics. But a number of experts think little of the new courses." Research has shown that parents do not approve of the curriculum, and the teachers are not really prepared to give instruction in these areas," said *Person's name* of the *Organization's name*.

Person's name believes that education in questions of faith and ethics should be integrated into other subjects rather than being treated in a single course, handed down from the government. Schools and parents should also have more room to decide what their children learn, she said.

After all, the *Country's* population is gradually coming to assert more

autonomy when it comes to education, although there have not yet been official and pointed protests against the problems in the school system.

Author: *Person's name*

Editor: *Person's name*

III. Answer the following questions:

a) *Within the text*:

❖ What is the meaning of "centralized university entrance exams" in the text? Why was it introduced in *Country Name* in the 2000s, and not in the United States, for example?

❖ What is the meaning of "…actual learning and knowledge fades more and more into the background…"? The quote is in the **Deeper problems** section. What do you think the meaning of this "actual learning" will be within CLT?

❖ In the section **Courses in ethics, religion,** the author tries to compare education in Finland with Country Name's system. What do you think is the difference between "…convey knowledge…" and "…promote the ability to think critically?"

❖ In the section **Courses in ethics, religion**, the author uses the word *autonomy*. What is the contextual meaning of this word? What does *autonomy* mean in the sector of education, and how could this autonomy help secure the quality of education?

b) *Within the photos:*

❖ Why does the first photo (a mother is helping her son do homework) reflect an image in which a teenager is dependent upon his mother's help (the photo catches teenager giving a look)?

❖ What kind of judgment does the second photo (students in a lecture room) present to readers?

III. Find out different authors' assessments regarding the same topic and compare the differences between these texts.

CONCLUSION

Reading texts is not just interpreting static meanings. Texts also carry within themselves certain (language) ideologies, beliefs, and norms of those who produce such texts. Thus, while reading, students interact not only within the texts themselves, but also with the author, and the author's understanding of the world. Therefore, reading a text implies interpreting authors' discourse, ideologies, and judgments regarding certain concepts.

Seminar 5: Teaching communicative grammar and vocabulary

1.Teaching grammar through communicative approach.

2. Teaching vocabulary through communicative approach.

3. The role of teaching grammar and vocabulary based on the communicative approach in teaching communicative competencies.

Activity №1

Read the text given below.

The teaching of grammar and vocabulary is a compulsory sector in educational field, especially English. In every teaching approach, a method followed by a theory, objectives determination (general and specific), syllabus designing, curriculum scheduling, checklist assembling, material selecting, and lesson planning are marked as the mandatory steps to be taken. Four types of method i.e. Grammar Translation method, Direct method, Audio-lingual method and Communicative Language Teaching method are used. Further, in case of teaching vocabulary, diverse methods particularly- keyword method, word map, restructuring reading materials, root analysis and so on can also be marked as necessary. While we come across syllabus designing, we find: Grammatical syllabus, Structural syllabus, Situational syllabus and Notional functional syllabus. In case of materials we have textbooks, workbooks, reference books, teacher's manual, supplementary materials, remedial materials and so on. After selection of materials, the selection of gradation comes including linear and cyclic gradation. The checklist is a kind of manual or work-plan provided by the teacher

to the students. As a whole, the checklist includes daily program of topics selected in specific to be taught in a lecture or several lectures whereas a lesson plan is a detail discussion of the topic with the division of time scheduling for each and every class. All these contribute to a good learning of grammar and vocabulary in English.

The success of teaching grammar and vocabulary and the effectiveness of utilizing them by the learners depend highly upon the method. If the method is not effective, then the learning will be fatally flawed. For example, in the ancient Classical teaching method, knowing the structure and vocabulary through memorization used to be considered as the prime concern for being effective user of the respectable language. This strategy of adopting a foreign language is fragile as it makes the learner monotonous towards the long courses of grammatical structures and corpus of words. Grammar and vocabulary are the soul of any language, no doubt. Moreover, its teaching procedures could be interesting enough. It is universally acknowledged that the more words a learner learns, the more expertise he will be, the more he will be able to use the language in diverse contexts. Thus, the teaching of grammar and vocabulary cannot be overlooked. But the style of teaching must be given foremost importance as most of the learner fail to learn grammar and vocabulary only because of monotonous and tedious resource less teaching styles. In this regard Noam Chomsky says:

– Most problems of teaching are not problems of growth but helping cultivate growth. As far as I know, and this is only from personal experience in teaching, I think about ninety percent of the problem in teaching, or maybe ninety-eight percent, is just to help the students get interested. Or what it usually amounts to is to not prevent them from being interested.

As it is acknowledged that each language has its own uniqueness and creativity, the teaching style must be designed in such a way that it gives a resourceful pedagogic format providing a learner-friendly environment for adaptation, practice and revision. Grammar and vocabulary must be regarded not as fundamentals of speaking a language or writing it with accuracy but as the

helpful tools that can be easily recall expressing views in spoken and written forms as well as for proficiency in reading and listening as well. In such a notion Chomsky marks:

Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involves a process of free creation.

The general assumption of making a successive teaching is to make a resourceful lesson plan following the curriculum and syllabus. Above all, an expert teacher is needed to carry out the responsibility to format a progressive syllabus in respect of the prescribed curriculum. Lesson plan is a technique to carry out the agendas of the selected curriculum decorated by syllabus. In fact, all these three are correlated as Edward Anthony (1963:63-67) says, - The arrangement is hierarchal. The organization key is that techniques are carried out of a method which is consistent to an approach. Thus the necessity of grammar and vocabulary teaching to learn any language is crucial.

Grammar provides a guideline for a language. It directs and redirects the structure and meaning of a language. It is a parameter that preaches propriety to a language. It does the job to provide a balance between various objects of a language. For example- the balance between subject and predicate, subject verb agreement, syntactic symmetry and so on. The grammar of a language is a close system which, in actuality, closes things for a language. That is to say it tells the language what is proper, what is improper, what is just, what is unjust, what can be and can not be done in a particular situation. In short, it sums up things for a language that means it encapsulates the things which are crucial and necessary for a language. Grammar paves the path to a language to go and move on. On the other hand, vocabulary is the property of a language.

As vocabulary is a stock of words, the more the words are, the richer the language would be. It provides profusion in a language. Vocabulary is an open system because it works through collocation. A word collocates and thus runs the language. While grammar fixes up or determines as well as shortens the range of a

language, vocabulary opens a limitless horizon for the language. It gives the language the better option to choose forms. Synonyms, antonyms, and so on are such variety of language that renders variation in meaning, expression, and structure as well by means of vocabulary. Vocabulary helps to beautify a language. Poets, writers, essayists, and so on highly rely on vocabulary. The concept of perfection in a language depends upon the right use of vocabulary. He is the master of a language who knows a fine range of vocabulary and is able to form them properly. When grammar falls short in respect of expression and communication, vocabulary advances forward in giving that expression a suitable outfit. Thus the strength and the actual character of language lie in its vocabulary. In fact, vocabulary works magic for a language vocabulary often supports deviation that makes a language all the more pretty. A language turns dynamic because of its diverse vocabulary and its formation. It collects words from other languages and gives new look to languages. Thus vocabulary does the job of enriching a language. Furthermore, a language is dynamic, poetic, dramatic and accurate due to its proper formation of vocabulary in an accurate structure. So it is quite evident that the teaching of grammar and vocabulary is very importance to achieve efficiency in using any language. As English is the second language, globally acknowledged, in many countries, it is mandatory to know grammatical rules and vocabulary of English to use the language properly. In English, linguists have classifies various categories of vocabularies. Before making a lesson plan to teach vocabulary, the teacher must have a wide range of knowledge in English vocabulary.

Various methods of teaching vocabulary can be used by the teachers such as-pre-teaching vocabulary words, repeated exposure of words, key word methods, word maps, root analysis, incidental learning, context skills, and so on. One of the most effective methods of learning vocabulary is pre-teaching vocabulary words. It includes knowing unfamiliar words through reading experiences. The unfamiliar words are marked and then discussed in details. In short, this technique is called PTV. Another form of PTV is picture showing which is often done for teaching

vocabulary to secondary students. Repeated exposure to words is another method where revision is done to renew the memory of word stocks. In this method, when new words are memorized, they are re-memorized after some period of time as revisions thus a cyclic order in maintained. The keyword method is a flexible one which has a variety of cooperative applications. Such as Giving alternative to remember unknown words for rand. Keywords have also been used to improve remember map locations.

A word map is a visual director that promotes vocabulary development. Using a graphic organizer, students think about terms or concepts in several ways. Most word map organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept. Enhancing students' vocabulary is important to developing their reading comprehension.

The strategy to use word maps is:

1. Introduce the vocabulary word and the map to the students.

2. Teach them how to use the map by putting the target word in the central box.

3. Ask students to suggest words or phrases Encourage students to use synonyms, antonyms, and a picture to help illustrate the new target word or concept.

4. Model showing how to write a definition using the information on the word map. Root analysis is another strategy where the learners are assigned to discover the origin of some respectable English words as most of the English words are derived from Latin, Greek and other languages. Many English words are formed by taking basic words and adding combinations of prefixes and suffixes to them. A basic word to which affixes (prefixes and suffixes) are added is called a root word because it forms the basis of a new word. The root word is also a word in its own right. For example, the word lovely consists of the word love and the suffix -ly.

Restructuring Reading Materials is another method. This strategy is particularly effective for helping learners improve their vocabularies. Sometimes grade level materials are unreachable to learners because there are too many unfamiliar words in them. Teachers can restructure the materials in several different ways to help learners comprehend them more easily. A portion of the

difficult words can be replaced with - easier synonyms to help the learner understand the overall text. Vocabulary footnotes can be added for particularly challenging words so that the reader can easily - look up the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the learner to check the vocabulary guide if the word or its meaning is unfamiliar.

Incidental vocabulary learning occurs all of the time when learners read. Based on the way a word is used in text learners are able to determine its meaning. Teachers should model this sort of incidental vocabulary learning for learners to help them develop their own skills. Context skills are the strategies that learners use for incidental vocabulary learning. Texts are full of clues about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as context clues because they are contained within the context of the piece of writing rather than outside it. Young readers should be taught to find and use context clues for learning new vocabulary words.

Activity №2

Answer the questions and discuss them in a group

1. Why is the teaching of grammar and vocabulary a compulsory sector in educational field, especially English?
2. How many types of Methods and Syllabi are mentioned?
3. What methods are necessitated in case of teaching vocabulary?
4. What are material, gradation, checklist, and a lesson plan? How all these contribute to a good learning of grammar and vocabulary in English?
5. What is the reason of learning flaw?
6. What is Noam Chomsky's opinion of teaching grammar and vocabulary?
7. Why do learners need grammar and vocabulary? What does grammar and vocabulary provide?

8. What is PTV technique? Count and explain the forms of PTV.

9. What strategies of word mapping are described in the text?

10. When does incidental vocabulary learning occur? Why?

Activity № 3

A. Design an activity for teaching communicative grammar and vocabulary

B. How does your activity provide grammar and vocabulary communication?

V. GLOSSARIY

Termin	O'zbek tilidagi sharhi	Ingliz tilidagi sharhi
Action orientedness	Birgalikda (masalan, juftlik, guruh bo'lib ishlash va h.k. kabi ta'lim ko'rinishlari orqali) o'rganish, mashg'ulotlarda ijodiy va faol ishtirok etish, turli loyihalarni tayyorlash, shuningdek, o'qitish orqali o'rganish	Co-operative learning (such as pair work, group work or any other social forms of learning), creative and active participation in classroom activities, learning by preparing various projects as well as learning by teaching
An uneasy situation	Muloqot paytida yuzaga kelishi mumkin bo'lgan o'ng'aysiz holatlar (a) ma'ruzachi notanish mavzuga duch kelishi, (b) suhbatdoshning ma'ruzachini tushuna olmasligi singari vaziyatlar (Canale&Swain, 1980)	A breakdown that might happen during the communication because of (a) a speaker comes across the unfamiliar topic, (b) a speaker faces a situation, in which his/her interlocutor fails to understand the speaker (Canale & Swain, 1980)
Assessment	Testlardan foydalanishni qamrab oluvchi turli usullarda ma'lumot yig'ish jarayoni. Test baholash tizimining bir qismi va vositasi; test baholash jarayonida vosita bo'lib xizmat qiladi	A broader process involving various ways of collecting data including the use of tests. Therefore, a test is a part and a means of assessment; it serves as a tool in this process
A test	Talabalarning bilimlari yoki qobiliyatlari to'g'risida	A specific technique for gathering information about

	ma'lumot to'plashning o'ziga xos texnikasi	students' knowledge or abilities
CEFR	Umumiy Yevropa til ko'nikmasi qolipi butun Yevropa bo'ylab ishlatiladigan tillarni o'rganish, o'rgatish va baholashga doir masalalarni o'z ichiga oladi	Common European Framework of Reference (CEFR) is an international standard for describing language ability
CLT	Til o'rganish maqsadi va vositasining o'zaro munosabatini bildiradigan chet tillarni o'qitishdagi yondashuv	An approach to teaching of foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language
Communicative competence	Til foydalanuvchisining madaniyat, an'analar, umumiy qoidalar va me'yorlar nuqtai nazaridan qanday qilib, nimani va qayerda to'g'ri gapira olish qobiliyati va bilimi. Ijtimoiy mazmunni anglash qobiliyati va ijtimoiy kontekstda tushunilishi	An ability and knowledge of a language user about how, what and where to speak appropriately from the view point of culture, traditions, shared rules and norms. An ability of understanding social meaning and being understood within a social context
Compensation	So'zlovchining lingvistik qoidalar bo'yicha yetarli bilimga ega bo'lmaganligi sababli yuzaga keladigan kommunikativ muammolarni	A communicative process, in which a speaker uses verbal and non-verbal language to compensate for communication problems

	o'rnini qoplash maqsadida ma'ruzachi tomonidan og'zaki va og'zaki bo'lmagan tilni ishlatish jarayoni	that is caused by speaker's insufficient knowledge in linguistic rules
Constructive Approach	Konstruktivistik ta'lim nazariyasiga asoslangan. Mazkur nazariya tilni o'rganish har doim talaba oldindan bilgan bilimga asoslanishini va bu bilim sxema deb ataladi	Based on constructivist learning theory. This theoretical framework holds that learning always builds upon knowledge that a student already knows; this prior knowledge is called a schema
Cooperative or Collaborative learning	Bunday yondashuvda til o'rganuvchilar kichik guruhlar yoki juftliklar singari hamkorlikda kooperativ jamoa bo'lib mashqlarni birgalikda bajarishadi. Ikkinchi tilni o'rganish muhitida talabalar tilni o'rganishga doir vazifalarni hamkorlikda yoki maqsadga erishish uchun o'z ona tilini kommunikativ ishlatishiga yo'l qo'yib beriladi	In such an approach, classrooms are organized so that students work together in small cooperative teams, such as groups or pairs, to complete activities. In second language learning environments, students work cooperatively on a language-learning task or collaboratively by achieving the goal through communicative use of the target language
Cultural metaphors	Millat madaniyati, mafkurasi va ijtimoiy institutlarini ifodalovchi obrazli so'zlar. Bunday majoziy so'zlar o'zida	Figurative utterances that represent a nation's culture, ideology and social institutions. As such,

	biror ishni qanday qilish va dunyoni ko'rish usullarini o'z ichiga oladi. Shunday qilib, ushbu so'zlar biz yashayotgan dunyoni barpo etishda faol; ular biz narsalarni qanday qadrlashimizni bildiradi	figurative utterances carry within themselves the ways of doing things and seeing the world. Thus, these utterances are active in a sense that they construct the world we live in; they determine our valuing of things
Discourse-based teaching	Turli til ko'nikmalarini o'rgatish uchun autentik yozma va diskursiv og'zaki nutqdan foydalanish	Using authentic written and spoken discourse to teach the different language skills
Evaluation	Uchta assesment, test va baholash singari tushunchalar dan biri va eng keng tushunchasi, ham baholash, ham test qilishni, ta'limning barcha sharoitlariga oid dalillarga asoslanadi va o'zlashtirish ko'rsatkichini namoyon etadi	The broadest concept out of the three, which encompasses both assessment and a test. It looks at the whole picture of teaching context and functions to make decisions based on the obtained evidence regarding the whole educational setting.
Generalization strategy	Xabarning umumiy ma'nosini buzmasdan ma'lum atamani keng tarqalgan so'z bilan almashtirish. Masalan, screwdriver so'zi o'rnida predmet so'zini qo'llash	Replacing a specific term with a commonly used word without destroying a general meaning of a message. For example, using this thing instead of screwdriver, for example

Ideology	Normativ kontekstdagi e'tiqodlar, amaliyotlar va ijtimoiy institutlar to'plami. Shunday qilib, ideologiya ma'lum bir vaqt va makonda qaysi til (shakl va semantik) mazmunli va mos ekanligini belgilaydi. Har qanday matn (og'zaki va yozma) vaqt va makon tushunchasini o'z ichiga olishi mumkin	A set of beliefs, shared practices and social institutions within a normative context. As such, ideology determines what language (form and semantics) is meaningful and appropriate within a specific time and space. Any text (i.e., spoken and written) can carry an ideology of a time and space
Individualisation	Ta'lim oluvchiga yo'naltirilgan o'qitish	Learning which is centred on the learner
Inquiry-based learning (IBL)	Ta'lim oluvchilar o'zlarini qiziqtirgan savollarini berishadi va o'zlarini qiziqtirgan savollarga tadqiqot va to'g'ridan-to'g'ri kuzatuv orqali javob izlashadi. Savollarga javob berish uchun ular o'zlarining dalillarini taqdim etishadi	Learners pose their own questions and seek answers to their questions via research and direct observation. They present their supporting evidence to answer the questions
Linguistic / grammatical competence	Og'zaki va yozma nutqlarga grammatik, leksik, sintaktik va uslubiy qoidalarni qo'llay olish qobiliyati. Tilning kompetensiyasi juda muhimdir, chunki gaplar va jumlalar	The ability to be able to apply grammatical, lexical, syntactical, and stylistic rules to oral and written utterances. Linguistic competence is important

	qanday tuzilganligi – tilning tarkibiy qismidir. Biroq, ushbu qoidalar kommunikativ maqsadni amalga oshirish uchun yetarli emas, chunki nolisoniy omillar ijtimoiy ma'nolarni yaratishda rol o'ynaydi	since it explains how utterances and sentences are structured – structural conceptualization of language. However, these rules are not enough to accomplish a communicative goal since non-linguistic factors play a role in constructing social meanings
Mental image (signified)	Mazmunli tasvir, aytilgan tovush tasviri natijasida odamlar ongida paydo bo'ladi	The meaningful image, which is caused as a result of pronounced sound image in the minds of people
Pragmatic / discourse competence	Ma'noni kontekst yordamida talqin qilish va yetkazish qobiliyati. Dinamik ma'noni tushunish vaqt, makon va ijtimoiy kontekstga bog'liq. Muloqot qilish jarayonida mazmunga ega tuzilmalar va so'zlar almashinibgina qolmay, niyatlarni o'zgartirishadi. So'zlash/ gapirish ma'ruzachining bunday niyatlarini o'zida mujassam etadi. Niyat vaqt, makon va ijtimoiy sharoit bilan bog'liqdir. Muloqotda ushbu niyatlarni	An ability to interpret and convey meaning in context. To understand a dynamic meaning depends on time, space, and social context. While communicating people not only exchange meaningful structures and semantics but they transfer intentions. An utterance carries within itself such intentions of a speaker. This intention is tied to time, space, and social context. To able to interpret

	izohlash uchun bu amaliy / nutqiy vakolatlarga ega bo'lishdir	these intentions in communications is to possess a pragmatic/discourse sompetence
Problem-based learning (PBL)	PBL ning asosiy g'oyasi IBL ga o'xshaydi: o'quvchilar muammoni yechimini topish orqali bilimga ega bo'lishadi. PBL ning IBL dan farqi shundaki, PBL faoliyati talabalarga hayotiy muammolarni taqdim etadi, talabalardan birgalikda yechimni topishni talab etadi. Guruhda ishlash orqali real hayotdagi qiyin muammoni hal qilishda, o'quvchilar bilimdan tashqari, muloqot qilish va hamkorlik qilish ko'nikmalariga ega bo'lishadi	The main idea of PBL is similar to IBL: learners acquire knowledge by devising a solution to a problem. PBL differs from IBL in that PBL activities provide students with real-world problems that require students to work together to devise a solution. As the group works through the challenging real-world problem, learners acquire communication and collaboration skills in addition to knowledge
Reduction strategy	O'zimiz bilgan maqsadga moslashib and/or (va/yo..yo, yoki)ni kamaytirish. Misol: kerakli so'zni bilmasa, xaridorlarga tasviriy tushuntirish yo'li qo'llaniladi. Shu usul orqali mahalliy so'zlashuvchining nutqimizni tushunmay qolishini oldini	Reducing and/or adapting what we know to our goal. Example: if we do not know the vocabulary on routes/travels/tickets, buying a ticket from an automatic vending machine, on which the pictorial explanation is

	olish mumkin	accompanied to customers. By this, we avoid the risk of not being understood by a native speaker
Repair strategies	Noqulay vaziyatni yengib o'tish usullari. Ular qisqartirish strategiyasi, umumlashtirish strategiyasi, boshqa so'zlar bilan ifodalash (Dornei&Thurrell, 1991)	The ways through which one is able to overcome an uneasy situation. They are reduction strategy, generalization strategy, paraphrases (Dornyei & Thurrell, 1991)
Scaffolding	Vazifaga, atrof-muhitga, o'qituvchiga va o'quvchiga e'tibor qaratib, o'quvchini qo'llab-quvvatlashga qaratilgan samarali tizimli yondashuv. *Scaffolding* O'qishni va talabalar imkoniyatidan tashqari faoliyatini qo'llab quvvatlashni ta'minlaydi	A more systemic approach to supporting the learner, focusing on the task, the environment, the teacher, and the learner. Scaffolding provides temporary frameworks to support learning and student performance beyond their capacities
Sociolinguistic competence	Madaniyat(lar)ning, umumiy ijtimoiy qoidalar va me'yorlarning jamiyatdagi narsalar va jarayonlarni tasvirlashga qanday ta'sir qilishidan xabardor bo'lish. Sotsiolingvistik kompetensiya o'quvchilarning turli madaniyatlar bir xil	Being aware of how culture(s), shared social rules and norms affect the way we describe things, objects, and processes within a society. Sociolinguistic competence targets at developing students' ability to

	predmetlarni, va mavzularni tavsiflashda turli xil grammatika, sintaksis, semantik, stilistikani qanday tanlashini tushunish qobiliyatini rivojlantirishga qaratilgan jarayon. Shuningdek, biron bir narsaning ijtimoiy kontekstda qanday aytilganligini tushunishni bildiradi	understand how different cultures choice different grammar, syntax, semantic, stylistics in describing the same objects, subjects, and processes. It also tries to understand how something is spoken appropriately in a social context
Sound image (signifier)	Aqliy tasavvurni keltirib chiqarishi kerak bo'lgan ketma-ketlikdagi harflar	Pronounced letters in a sequential order, which is supposed to cause a mental image
Strategic competence	Turli xil kishilar bilan xorijiy tilda muloqot qilishda har doim ham asosiy so'zlardan xabardor emasmiz va strategik kompetensiyalar shu kabi yetishmovchiliklarni bir tildan boshqa tilga lingvistik, sotsiolingvistik va pragmatik kompetensiyalar vositasida bartaraf etishga imkoniyat yaratadi	While communicating with different people in a foreign language we are not always aware of certain words and strategic competence is being able to overcome such a shortage of knowledge by delivering a message from one language into another one with the help of means other than those in linguistic, sociolinguistic, and pragmatic competencies
Structured linguistics	Tilshunoslik kompetensiyasi shveysariyalik tilshunos	Linguistic competence is built upon structural

	Ferdinand de Sossyurning tuzilmaviy lingvistikasi asosida yaratilgan	linguistics of Swiss linguist Ferdinand de Saussure
Task Characteristics	Vazifalarning to'rtta asosiy xususiyati mavjud: (1) dastlab ma'no (2) amalga oshirilishi kerak bo'lgan maqsad mavjudligi; (3) vazifani bajarishning ba'zi bir ustuvorlikka egaligi; va (4) haqiqiy munosabatlari mavjudligi	There are four main characteristics of tasks: (1) meaning is primary; (2) there is a goal which needs to be worked towards; (3) task completion has some priority; and (4) there is a real-world relationship
Task-Cycle	TBLT darsi quyidagi topshiriq formatiga amal qiladi: dastlabki tayyorlov topshirig'i (bosqichi), asosi topshiriq va tilga e'tibor berish bosqichi (Uillis, 1996). Dastlabki tayyorlov topshirig'i bosqichida o'qituvchi mavzuni ochib beradi va vazifani tushuntiradi. Vazifani bajarish bosqichida o'quvchilar topshiriqni bajarishadi va yozma yoki og'zaki shaklda xabar berishadi. Uchinchi bosqichda o'qituvchilar ikkinchi bosqichda foydalanilgan tilni tahlil qilishadi va zarurat tug'ilsa,	The TBLT lesson follows the following task cycle format: pre-task stage, task cycle stage and language focus stage (Willis, 1996). During the pre-task stage a teacher introduces the topic and explains the task. During the send stage of task cycle the learners complete the task and report it either in written or oral form. During the third stage of language focus teacher together with learners analyze the language used during the

	ba'zi masalalar bo'yicha ko'proq mashq bajarishadi	second stage and do more practice on some points, if necessary
The extended paraphrases	Uning nomini aniq aytib o'tishdan ko'ra uning vazifalarini aytish. Masalan, so'zlashuv paytida xorijiy tildagi notanish yoki maxsus atamalarga duch kelganda kengaytirilgan iboralarni ishlatish mumkin: bu moslama sizning tilingizda qanday aytiladi, ikkita metall birlashtirilgan ajratib bo'lmaydigan va elektr energiyasini uzatadigan (ya'ni kashfiyotning vazifasi maqsad qilingan)	Saying its functions rather than mention exactly its name. For example, while talking people can come across special terms that they do not know in foreign language, in which one can use extended paraphrases such as "how one can say this devise in your language, with which you can combine two metals together so that they cannot be separated and transmit electricity" (i.e. the function of a devise is targeted)
The cooperative principle	Muloqot vaqtida har ikkala ma'ruzachi va tinglovchi tomonidan ma'noni saqlab qolish uchun qilinadigan sa'y-harakat (ya'ni to'g'ri, samimiy va mos ma'lumot)	An equal amount of effort (i.e. true, sincere and appropriate information) that is invested by both a speaker and hearer to construct meaning while communicating
The maxim of manner	Izchillik (ketma-ketlik, tuzulish), tartibli va rejali nutq,	Coherent (sequence, structure), well ordered and

	noaniqlikning yoʻqligi. Notiq oʻz nutqi tinglovchiga, tinglovchilarga aniq yetkazilishini tushunishi kerak	organized utterance, absence of ambiguity. A speaker should be able to realize that his utterance is transmitted to a hearer, to an audience clearly
The maxim of quality	Haqiqat, jamiyat ichida subyektiv ravishda qabul qilingan haqiqat. Ham gapiruvchining, ham tinglovchining aytilgan ham eshitilgan narsalarning toʻgʻriligiga boʻlgan ishonchi. Odatda, kishilar bir-biri bilan oʻzaro suhbatlashganda, umumiy, umumiy xotiralar, amaliyot va tajribalarga tayanishadi. Ushbu umumiy amaliyotlar va tajribalar har ikkala suhbatdoshga maʼlum haqiqatni oʻz ichiga oladi	Truth, inter subjectively accepted truth within a society. Both speaker's and hearer's beliefs on truthfulness of what is spoken and what is heard. Usually, when people talk to each other, they rely on common, shared memories, practices and experiences. These shared practices and experiences contain within themselves a certain type of truth, which is known to both interlocutors
The maxim of quantity	Maʼruzachi tinglovchining yangi maʼlumotlarga boʻlgan ehtiyojini baholash (koʻproq / kamroq gapirish muvaffaqiyatsiz muloqotga olib kelishi mumkin)	Evaluation by the speaker hearer's need in new information (much/less speaking may lead to unsuccessful communication)
The maxim of relevance	Mavzu bilan bogʻliq, oʻz vaqtida berilgan maʼlumot. Suhbat davomida muhokama	Connected with the topic, timely given information. While talking to each other,

| | qilingan mavzu bilan bog'liq bo'lgan so'zlarni aytish talab qilinadi. Mavzudan tashqarida bo'lgan ahamiyatsiz so'zlar va jumlalarni aytish tinglovchini ma'ruzachining ma'lumotlarini qabul qilishiga xalaqit beradi | people are required to pose utterances that are connected with the discussed topic. To be irrelevant in saying words and sentences that are off the topic may lead to the situation, in which a hearer stops accepting speaker's information |

VI. ADABIYOTLAR RO‘YXATI

I. O‘zbekiston Respublikasi Prezidentining asarlari

1. Mirziyoyev Sh. M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. – T.: "O‘zbekiston", 2017. – 488 b.

2. Mirziyoyev Sh. M. Milliy taraqqiyot yo‘limizni qat'iyat bilan davom ettirib, yangi bosqichga ko‘taramiz. 1-jild. – T.: "O‘zbekiston", 2017. – 592 b.

3. Mirziyoyev Sh. M. Xalqimizning roziligi bizning faoliyatimizga berilgan eng oliy bahodir. 2-jild. T.: "O‘zbekiston", 2018. – 507 b.

4. Mirziyoyev Sh. M. Niyati ulug‘ xalqning ishi ham ulug‘, hayoti yorug‘ va kelajagi farovon bo‘ladi. 3-jild.– T.: "O‘zbekiston", 2019. – 400 b.

5. Mirziyoyev Sh. M. Milliy tiklanishdan – milliy yuksalish sari. 4-jild.– T.: "O‘zbekiston", 2020. – 400 b.

II. Normativ-huquqiy hujjatlar

6. O‘zbekiston Respublikasining Konstitutsiyasi. – T.: O‘zbekiston, 2018.

7. O‘zbekiston Respublikasining 2020 yil 23 sentabrda qabul qilingan "Ta'lim to‘g‘risida"gi O‘RQ-637-sonli Qonuni.

8. O‘zbekiston Respublikasi Prezidentining 2012 yil 10 dekabrdagi "Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida"gi PQ-1875-sonli qarori.

9. O‘zbekiston Respublikasi Prezidentining 2015 yil 12 iyun "Oliy ta'lim muasasalarining rahbar va pedagog kadrlarini qayta tayyorlash va malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida"gi PF-4732-sonli Farmoni.

10. O‘zbekiston Respublikasi Prezidentining 2017 yil 7 fevral "O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi to‘g‘risida"gi 4947-sonli Farmoni.

11. O‘zbekiston Respublikasi Prezidentining 2017 yil 20 aprel "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to‘g‘risida"gi PQ-2909-sonli qarori.

12. O‘zbekiston Respublikasi Prezidentining 2018 yil 21 sentabr "2019-2021

yillarda O'zbekiston Respublikasini innovatsion rivojlantirish strategiyasini tasdiqlash to'g'risida"gi PF-5544-sonli Farmoni.

13. O'zbekiston Respublikasi Prezidentining 2019 yil 27 may "O'zbekiston Respublikasida korrupsiyaga qarshi kurashish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PF-5729-son Farmoni.

14. O'zbekiston Respublikasi Prezidentining 2019 yil 17 iyun "2019-2023 yillarda Mirzo Ulug'bek nomidagi O'zbekiston Milliy universitetida talab yuqori bo'lgan malakali kadrlar tayyorlash tizimini tubdan takomillashtirish va ilmiy salohiyatini rivojlantiri chora-tadbirlari to'g'risida"gi PQ-4358-sonli Qarori.

15. O'zbekiston Respublikasi Prezidentining 2019 yil 27 avgust "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to'g'risida"gi PF-5789-sonli Farmoni.

16. O'zbekiston Respublikasi Prezidentining 2019 yil 8 oktabr "O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5847-sonli Farmoni.

17. O'zbekiston Respublikasi Vazirlar Mahkamasining 2019 yil 23 sentabr "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining malakasini oshirish tizimini yanada takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi 797-sonli qarori.

III. Maxsus adabiyotlar

18. Belogurov A.Yu. Modernizatsiya protsessa podgotovki pedagoga v kontekste innovatsionnogo razvitiya obщestva: Monografiya. – M.: MAKS Press, 2016. – 116 s. ISBN 978-5-317-05412-0.

19. Gulobod Qudratulloh qizi, R.Ishmuhamedov, M.Normuhammedova. An'anaviy va noan'anaviy ta'lim. – Samarqand: "Imom Buxoriy xalqaro ilmiy-tadqiqot markazi" nashriyoti, 2019. 312 b.

20. Ibraymov A.Ye. Masofaviy o'qitishning didaktik tizimi. metodik qo'llanma/ tuzuvchi. A.Ye. Ibraymov. – Toshkent: "Lesson press", 2020. 112 bet.

21. Ishmuhamedov R.J., M.Mirsolieva. O'quv jarayonida innovatsion ta'lim texnologiyalari. – T.: "Fan va texnologiya", 2014. 60 b.

22. Muslimov N.A va boshqalar. Innovatsion ta'lim texnologiyalari. O'quv-metodik qo'llanma. – T.: "Sano-standart", 2015. – 208 b.

23. Obrazovanie v sifrovuyu epoxu: monografiya / N. Yu. Ignatova; M-vo obrazovaniya i nauki RF; Nijnetagil. texnol. in-t (fil.). – Nijniy Tagil: NTI (filial) UrFU, 2017. – 128 s.

24. Oliy ta'lim tizimini raqamli avlodga moslashtirish konsepsiyasi. Yevropa Ittifoqi Erasmus+ dasturining ko'magida.

25. Sovremennie obrazovatelnie texnologii: pedagogika i psixologiya: monografiya. Kniga 16 / O.K. Asekretov, B.A. Borisov, N.Yu. Bu-gakova i dr. – Novosibirsk: Izdatelstvo SRNS, 2015. – 318 s. http://science.vvsu.ru/files/5040BC65-273B-44BB-98C4-CB5092BE4460.pdf

26. Usmonov B.Sh., Habibullaev R.A. Oliy o'quv yurtlarida o'quv jarayonini kredit-modul tizimida tashkil qilish. O'quv qo'llanma. – T.: "Tafakkur" nashriyoti, 2020 y. 120 bet.

27. English for Specific Purposes. All Oxford editions. 2010, 204.

28. Beresova, J. (2017). The impact of the CEFR on teaching and testing English in the local context. Theory and Practice in Language Studies, 7(11), 959-964.

29. Brown, H. D., & Abeywickrama, P. (2014). Language assessment. Principles and classroom practices. White Plains, NY: Pearson Education.

30. Coupland, N., & Jaworski, A. (2019). The New Sociolinguistics Reader. Palgrave: Macmillan.

31. Chomsky, N. (2014). Aspects of the theory of Syntax. Cambridge, MA: M.I.T. Press.

32. Croft, W. (2011). Radical construction grammar. Cambridge: Cambridge University Press.

33. Celce-Murcia, M. & Olshtain, E. (2015). Discourse and context in language teaching: A guide for language teachers. Cambridge: Cambridge University Press.

34. Cumming, A. and R. Berwick (Eds.). (2010) Validation in Language Testing. Clevedon, England: Multilingual Matters, Ltd.

35. David L.Chiesa (Ed), U.Azizov, S.Xan, K.Nazamutdinova, K.Tangirova. Re-conceptualizing Language Teaching: An-In-service Teacher Education course in Uzbekistan. Baktria Press 2019. ISBN 978-9943-5809-9-2. 205.

36. Diane Larsen-Freeman, Marti Anderson. Techniques & Principles in Language Teaching (3rd edition). Oxford University Press. 2011.

37. Harding, L., & Kremmel, B. (2016). Teacher assessment literacy and professional development. In D. Tsagari & J. Banerjee (Eds.), Handbook of second language assessment: Volume 12 of handbooks on applied linguistics (pp. 413-428). Berlin, Germany: Walter de Gruyter GmbH & Co KG. doi: https://doi.org/10.1515/9781614513827-027

38. Henning, G. (2014). A guide to language testing: Development, evaluation, research. Newbury House Publishers.

39. Hughes, A. (2013). Testing for Language Teachers. 2nd ed. Cambridge: Cambridge University Press.

40. Langacker, R. W. (2011). Foundations of Cognitive Grammar (Vol. 2): Descriptive Application. Stanford: Stanford University Press

41. Gardener H. (2013) Multiple Intelligences: The Theory and Practice, New York: Basic Books.

42. Matthews, P. H. (2014). Syntax. Cambridge: Cambridge University Press.

43. McMilan, J.H. (2014). Fundamental Assessment Principles for Teachers and School Administrators. Practical Assessment, Research and Evaluation. Retrieved from https://pareonline.net/getvn.asp?v=7&n=8 [Accessed July 17, 2018]

44. Madsen H.S. (2014). Techniques in Testing. England: Oxford University Press.

45. McNamara, T. (2014). Language Testing. UK. Oxford: Oxford University Press.

46. Knight, P., & Yorke, M. (2013). Assessment, learning and employability. Maidenhead: Society for Research into Higher Education & Open University Press.

47. Jack C. Richards, Willy A. Renandya. Methodology in Language Teaching: An anthology of current practice. Cambridge university press. 2012.

48. Isaacs, T., Zara, C., Herbert, G., Coombs, S. J., & Smith, C. (2013). Assessment of learning. In The SAGE key Concepts Series: Key concepts in educational assessment (pp. 12-17). London: SAGE Publications Ltd doi: 10.4135/9781473915077.n4

49. Richards, C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge: Cambridge University Press.Stanley Kubrick. A narrative and stylistic analysis. AN imprint of Greenwood Publishing Group, Inc. Velikobritaniya (United Kingdom), 2011.

50. Stephen M. Alessi, Stanley R. Trollip. Multimedia for Learning: Methods and Development (3rd Edition). Pearson; 3 Edition (November 19, 2000), 580 pages, 2011.

51. Shohamy, E. (2011). The power of tests: A critical perspective on the uses of language tests. Pearson Education Limited.

52. Taylor, L. (2019). Developing assessment literacy. Annual Review of Applied Linguistics, 29, 21-36.

53. Weir, C. (2015). Language testing and validation: An evidence-based approach. Palgrave

54. Wardhaugh, R. (2016). An Introduction to Sociolinguistics. Sussex, U.K.: Wiley-Blackwell.

IV. Internet saytlar

55. http://edu.uz – O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi

56. http://lex.uz – O'zbekiston Respublikasi Qonun hujjatlari ma'lumotlari milliy bazasi

57. http://bimm.uz – Oliy ta'lim tizimi pedagog va rahbar kadrlarini qayta tayyorlash va ularning malakasini oshirishni tashkil etish bosh ilmiy-metodik markazi

58. www.Britishcouncil.org – Britaniya kengashi veb sayti

59. www.ziyonet.uz – Ta'lim portali

60. www.tefl.net – Til o'rganish veb sayti

61. busyteacher.org – Til o'rganish veb sayti