

**O`ZBEKISTON RESPUBLIKASI XALQ TA`LIMI VAZIRLIGI  
SAMARQAND VILOYATI XALQ TAQ`LIMI XODIMLARINI  
QAYTA TAYYORLASH VA ULARNING MALAKASINI  
OSHIRISH HUDUDIIY MARKAZI**

**TILLARNI O`QITISH METODIKASI KAFEDRASI**

**INGLIZ TILI TA`LIMIDA XALQARO  
TAJRIBALARNI O`RGANISH MODULI  
BO`YICHA  
O`QUV-USLUBIIY MAJMUUA**

**4.1 MODUL**

**Malaka toifa yo`nalishi:**

Ingliz tili fani yo`nalishi

**Tinglovchilar kontingenti:**

Umumiy o`rta a`lim maktablarining  
Ingliz tili fani o`qituvchilari

**Samarqand-2020**

Mazkur o`quv-uslubiy majmua Tillarni o`qitish metodikasi kafedrasining 2020-yil 3-yanvardagi № 1-sonli yig`ilishida ko`rib chiqilgan, hududiy markaz Ilmiy-metodik kengashining 2020-yil 4-yanvardagi 1-sonli buyrug`i bilan tasdiqlangan.

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## **MUNDARIJA**

<b>I. ISHCHI DASTUR .....</b>	<b>4</b>
<b>II. MODULNI O'QITISHDA FOYDALANILADIGAN INTERFAOL TA'LIM METODLARI.....</b>	<b>12</b>
<b>III.NAZARIY MATERIALLAR.....</b>	<b>16</b>
<b>IV.AMALIY MATERIALLAR.....</b>	<b>20</b>
<b>V. KEYSLAR BANKI .....</b>	<b>33</b>
<b>VI. MUSTAQILTA'LIM MAVZULARI.....</b>	<b>36</b>
<b>VII. GLOSSARIY.....</b>	<b>38</b>
<b>VIII.ADABIYOTLAR RO'YXATI.....</b>	<b>40</b>

## KIRISH

Bugungi kunda butun dunyoda ro'y berayotgan globallashuv sharoitida mamlakatimizning barqaror taraqqiy etib borishi uchun har tomonlama modernizatsiyalashgan tizimli yondashuvni taqozo qilayotganligi hamda hayotning barcha sohalarini liberallashtirish bo'yicha ustuvor yo'nalishlarni amalga oshirish maqsadida O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyevning O'zbekiston Respublikasida umumiy o'rta va maktabdan tashqari ta'limni tizimli isloh qilishning ustuvor yo'nalishlarini belgilash, o'sib kelayotgan yosh avlodni ma'naviy-axloqiy va intellektual rivojlantirishni sifat jihatidan yangi darajaga ko'tarish, o'quv-tarbiya jarayoniga ta'limning innovatsion shakllari va usullarini joriy etish maqsadida, shuningdek, O'zbekiston Respublikasi Prezidentining 2018-yil 5-sentabrdagi "Xalq ta'limi boshqaruv tizimini takomillashtirish bo'yicha qo'shimcha chora-tadbirlari to'g'risida"gi PF-5538-son Farmoniga ko'ra O'zbekiston Respublikasi Xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasi tasdiqlandi. O'zbekiston Respublikasining 2030-yilga kelib PISA (The Programme for International Student Assessment)Xalqaro miqyosda o'quvchilarni baholash dasturi reytingi bo'yicha jahonning birinchi 30ta ilg'or mamlakatlari qatoriga kirishiga erishish borasida bir qancha ishlarni amalga oshirish ko'zda tutilgan: xalq ta'limi sohasiga zamonaviy axborot-kommunikatsiya texnologiyalari va innovatsion loyihalarni joriy etish; yoshlarni tarbiyalash va ularning bandligini ta'minlashda maktabdan tashqari ta'limning zamonaviy usullari va yo'nalishlarini joriy etish; yoshlar ta'lim-tarbiyasi uchun qo'shimcha sharoitlar yaratishga qaratilgan kompleks chora-tadbirlarni o'z ichiga olgan beshta tashabbusni amaliyotga tatbiq etish masalasi bugungi kunning eng dolzarb masalasi hisoblanadi.

O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi PF-4947-sonli Farmoni hamda «Pedagog kadrlarni tayyorlash, xalq ta'limi xodimlarini qayta tayyorlash va ularning malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida»gi Qaroriga muvofiq, ta'lim bosqichlarining uzluksizligi va izchilligini ta'minlash, ta'limning zamonaviy metodologiyasini yaratish hamda ular asosida pedagog xodimlarini qayta tayyorlash va ularning malakasini oshirish mazmunini yanada takomillashtirishni taqozo etadi. Mamlakatimizda kompetensiyaviy yondashuvga asoslangan yangi davlat ta'lim standartlarini joriy etilishi o'rta maktab o'qituvchilari zimmasiga qator dolzarb

vazifalarni ko'ndalang qilib qo'ymoqda. Shu bilan birga, 2017-2018- o'quv yilidan maktablarda 11 yillik o'rta ta'limning joriy etilishi ham, o'z navbatida, o'qituvchilarning malaka oshirishga bo'lgan yangi ehtiyojlarni keltirib chiqardi. Ayni paytda vujudga kelgan shart-sharoitlar va o'qituvchilarning yuqoridagi keltirilgan ehtiyojlari malaka oshirishning shakli, mazmuni va uni

amalga oshirish mexanizmlarini qayta ko'rib chiqishni va bu jarayonga tegishli o'zgartirishlarni kiritishni taqozo etmoqda. Xususan, shu kunlarda yuqoridagi ehtiyojlardan va ular oldida ko'ndalang turgan muammolardan kelib chiqqan holda, ingliz tili o'qituvchilarining malakasini oshirish mazmuni va shakllarini takomillashtirish zarurati paydo bo'ldi.

«Xorijiy (ingliz) tilni o'qitish metodikasi» modulining ishchi o'quv dasturi xorijiy til o'qituvchilari malakasini oshirish kursining o'quv dasturi asosida tuzilgan bo'lib, u ingliz tili o'qituvchilariga zamonaviy ta'lim texnologiyalari va metodlarning mazmun va mohiyatini ochib beradi.

**Umumiy o'rta ta'lim maktablari fan o'qituvchilarining malakasini  
oshirish mazmuni, sifati va ularning tayyorgarligi hamda  
kompetentligiga qo'yiladigan**

**MALAKA TALABLARI**

## **I. Umumiy talablar**

Malaka oshirish sifati hamda tayyorgarligining zarur va yetarli darajasi tinglovchilar bilimlari, ko'nikma va malakalarining rahbar va mutaxassis xodimlarga qo'yiladigan malaka talablariga muvofiqligi bilan belgilanadi.

Umumiy o'rta ta'lim maktablari fan o'qituvchilarini malakasini oshirish mazmuni, sifati va ularning tayyorgarligiga qo'yiladigan malaka talablari tegishli yo'nalishlar bo'yicha o'quv rejalari va dasturlarini, shuningdek, qayta tayyorlash va malaka oshirish ta'lim muassasalarining o'quv jarayonini, ta'lim sifatini nazorat qilish va baholash tartibi hamda boshqa hujjatlarni ishlab chiqish uchun asos hisoblanadi.

## **II. Umumiy o'rta ta'lim maktablari xorijiy (ingliz) til o'qituvchilarining tayyorgarligi va kompetentligiga qo'yiladigan umumiy talablar**

1. Xorijiy (ingliz) til o'qituvchilari quyidagi yo'nalishlarda bilim, ko'nikma, malaka va kompetensiyalariga ega bo'lishi lozim:

Umumiy o'rta ta'lim davlat ta'lim standarti (umumiy qoidalar), shuningdek, o'qitilayotgan predmet bo'yicha o'quv dasturi talablarini bilishi;

umumiy o'rta ta'lim to'g'risidagi normativ-huquqiy va direktiv hujjatlarni ishlab chiqishi;

sinflar va kabinetlar (laboratoriyalar)ni tegishli o'quv-laboratoriya anjomlari bilan jihozlash bo'yicha talablarni bajara olishi;

o'quv-tarbiya jarayonini tashkil etish va sifatini ta'minlash prinsiplariga amal qilishi; o'quv predmetlarining mazmuni va ularni o'qitishdagi izchillik asoslarini ishlab chiqish;

o'quvchilarning umumiy va yosh psixologiyasini inobatga olishi; o'qitishning interaktiv metodlarini qo'llay olishi; o'quvchilarni milliy mustaqillik g'oyalari asosida ma'naviy-axloqiy tarbiyalash metodologiyasi bo'yicha bilimga ega bo'lishi;

o'quvchilar o'rtasida kasbga yo'naltirish ishlarini olib borish shakli va metodlarini qo'llay olishi; o'quvchilar va ularning ota-onalari bilan muomalada etika va estetika normalariga amal qilishi; sinfdan tashqari (darsdan tashqari) ishlarni tashkil etish va o'tkazish metodikasidan foydalana olishi; belgilangan sanitariya-gigiyena normalariga rioya qilishi.

**2. Umumiy o'rta ta'lim maktablari xorijiy (ingliz) til o'qituvchilari quyidagi yo'nalishlarda kompetentlikka ega bo'lishi lozim:**

Umumiy kompetensiyalar. Xalq ta'limi xodimlarining barcha toifalari uchun umumiy bo'lgan kompetensiyalar tarkibiga quyidagilar kiradi:

1. Kommunikativ kompetentlik.
2. AKT va media savodxonlik kompetentligi.
3. O'z-o'zini rivojlantirish, o'z ustida ishlash kompetentligi.
4. Mas'uliyat va moslashuvchanlik kompetentligi.
5. Inklyuziv ta'limni joriy etish kompetentligi.
6. Huquqiy kompetentligi.

1. Kommunikativ kompetentlik ko'rsatkichlari:

- o'zgalar fikrini hurmat qilishni namoyish eta olish;
- o'zgalar fikriga ta'sir etuvchi (ishontira olish, to'g'rilash, fikrni qarama-qarish qo'yish) muloqot manerallarini tanlay olish;
- o'zgalarning huquqlari va hissiyotlarini hurmat qilishga qaratilgan muloqot manerallarini tanlay olish;
- o'zaro munosabatlarni o'rnatishga qaratilgan (qo'llab-quvvatlash, konstruktiv, ruxlantiruvchi) muloqot manerallarini tanlay olish;
- ta'lim jarayoni sifatini oshirish va o'quvchilarning o'quv ehtiyojlarini qondirish maqsadida o'z hamkasblari bilan AKTning turli vositalari yordamida aloqa o'rnatish olish va hamkorlik qilish;
- ta'lim sifatini oshirish maqsadida global tarmoqdagi turli pedagogik hamjamiyatlarda ishtirok etish;
- o'zgalar bilan o'zaro hurmat asosiga qurilgan munosabatlarni o'rnatish olish;
- o'zini tutishda, boshqalar bilan munosabatga kirishishda, qaror qabul qilishda, resurslarni boshqarishda axloq normalariga rioya etish;
- milliy qadriyatlarni, shaxs erkinligi va uning mas'uliyati, ijtimoiy adolatni himoya qila olish.

**2. AKT va media savodxonlik kompetentligi ko'rsatkichlari:**

- ta'lim muassasasini axborotlashtirish g'oyalarini ilgari surish, AKT madaniyatini rivojlantirish va ushbu g'oyalarni amalga oshiruvchi ta'lim muxitini shakllantirishni ta'minlash;
- AKTdan foydalangan holda o'quvchilarning ta'lim olish imkoniyatlarini kengaytirishga qaratilgan ta'lim strategiyalarini joriy etishga ko'maklashish;
- ta'lim jarayonida AKTdan foydalanishning ijtimoiy, huquqiy va axloqiy normalari ahamiyatini tushunish, ulardan havfsizlikni ta'minlagan holda foydalanish va ushbu yo'nalish bo'yicha tegishli yo'riqnomalarni ishlab chiqish;
- ta'lim mazmuniga mos bo'lgan AKTni o'qitish vositasi sifatida ta'lim jarayoniga integratsiya qilishning turli samarali strategiya va yondashuvlarini rejalashtirish, ilgari surish va qo'llab-quvvatlash;

- maktab boshqaruvida va fanlarni o'qitishda jarayonida faoliyatini takomillashtirish va samarali tashkil etishda AKT vositalarini joriy etilishini ta'minlash;
- ta'lim muassasa faoliyatini va o'quvchilar kompetensiyasini baholashning samarali usullarini joriy etishda axborot texnologiyalaridan foydalanish;
- ommaviy axborot vositalaridagi media kontentni tushunish, media savodxonlik elementlarini o'zida mujassam etgan holda ularni o'quvchilarda shakllantirish yo'llarini bilish;
- turli xil shakllarda va vositalar orqali axborotlarni tahlil etish, baholash, boshqarish va yangi ma'lumotlarni yaratish.

### **3. O'z-o'zini rivojlantirish, o'z ustida ishlash kompetentligi ko'rsatkichlari:**

- o'z kasbiy mahoratini oshirish rejasini tuza olishi;
- kasbiy rivojlanishiga oid manbalarni aniqlay olishi, o'zining va maktab ehtiyojlaridan kelib chiqib kasbiy malakasini oshirish bo'yicha o'quvlarni tanlay olishi va ularda ishtirok etish;
- AKT va global tarmoq resurslaridan foydalangan holda doimiy tarzda o'z kasbiy malakasini oshirib borish;
- boshqaruv (ta'lim berish) usullari, ta'lim va axborot texnologiyalaridan ta'lim jarayonida foydalanishga oid innovasiyalar bilan tanishib borish;
- kasbiy (rahbarlik, pedagogik, mutaxassislik) faoliyatini takomillashtirishda turli texnologiyalardan foydalanish;
- o'z kasbiy bilim va mahoratini oshirish hamda takomillashtirishda kollegial forumlardagi muhokamalarda ishtirok etish.

### **4. Mas'uliyat va moslashuvchanlik kompetentligi ko'rsatkichlari:**

- ta'lim jarayonida yuz berayotgan turli o'zgarishlarga va yangilanish jarayonlariga tez va oson moslasha olish;
- ta'limdagi yangi yondashuv va strategiyalarni qabul qila olishi, ularni egallashi va o'z kasbiy amaliyotiga joriy eta olish;
- turli hil yangi vazifalar va mas'uliyatlarni qabul qila olish;
- o'ziga, jamoada va hamjamiyat miqyosida mas'uliyatli bo'lish;
- o'ziga va ta'lim muassasa xodimlariga nisbatan yuqori marra va standartlarni belgilash va ularga erishish.
- har bir o'quvchining o'zlashtirishi va muvaffaqiyatli ta'lim olishiga mas'uliyatni o'z zimmasiga olish;
- ta'lim jarayonining markaziga o'quvchini qo'yish va har bir o'quvchining o'zlashtirish va muvaffaqiyatli bo'lishi uchun mas'uliyatni o'z zimmasiga olish.

### **5. Inklyuziv ta'limni joriy etish kompetentligi ko'rsatkichlari:**



- imkoniyati cheklangan o'quvchilarni ta'lim jarayoniga jalb qilishga oid qonun hujjatlarini bilish va ularning ta'lim olishlarini qo'llab-quvvatlashning turli strategiyalarini bilishi;
- imkoniyati cheklangan o'quvchilarni ta'lim jarayoniga jalb etishga qaratilgan tadbirlarni ishlab chiqish va joriy eta olish;
- tarbiyasi og'ir o'quvchilar bilan ishlashda yuzaga keladigan muammolarni samarali xal eta olish.

## **6. Huquqiy kompetentlik ko'rsatkichlari:**

- qonunchilik normalarini bilish hamda ularga og'ishmay rioya qilish;
- ta'limning normativ-huquqiy hujjatlarini bilish va kasbiy faoliyatda samarali foydalana olish;
- o'z kasbiy faoliyatiga doir normativ-huquqiy hujjatlarni ishlab chiqishda ishtirok etish;
- bolalarning huquqlari to'g'risidagi normativ-huquqiy hujjatlarni bilish va ularga rioya qilish.

### **Pedagog kadrlarning xususiy kompetensiyalari:**

1. Pedagogik kompetentlik.
2. O'quvchi(tarbiyalanuvchi)larning kompetensiyalarini holisona baholash kompetentligi.

#### **1. Pedagogik kompetentligi ko'rsatkichlari:**

- ta'lim oluvchilarning jismoniy, ijtimoiy va intellektual rivojlanish qonuniyatlarini bilish va ulardan kelib chiqib ta'lim sifatini oshirishga qaratilgan turli yondashuvlar, strategiya, texnologiya va metodlardan foydalana olish;
- ta'lim oluvchilarning ta'limiy ehtiyojlarini qondirishda o'qitishning differensiallashgan yondashuvlaridan foydalana olish;
- ta'lim mazmuni va strategiyalarini tushunishini namoyish qila olish;
- DTS, o'quv dasturlari va baholash mezonlarini inobatga olgan holda dars rejalarini tuza olish;
- ta'lim oluvchilarda kechadigan kognitiv jarayonlarni yaxshi bilishi;
- turli ta'lim yondashuvlari, strategiyalari, texnologiya va metodlarini tushunish va farqlay olish;
- ota-onalarni ta'lim jarayoniga jalb etishning turli strategiyalarini bilish;
- ta'lim oluvchilar jamoasini boshqarish va ular o'rtasida turli tadbirlarni tashkil eta olish;
- o'z fani bo'yicha o'qitishning texnik-didaktik vositalarini bilish;
- o'quv (mashg'ulot) xonalari, kabinetlari va laboratoriyalarining namunaviy jihozlanish normativlarini bilish va ulardan samarali

foydalana olish;

- tegishli jihoz, vosita va didaktik materiallardan foydalangan holda dars mashg'ulotlarini mahorat bilan o'tkazish.

## **2. O'quvchi(tarbiyalanuvchi)larning kompetensiyalarini holisona baholash mahorati ko'rsatkichlari:**

- ta'lim oluvchilar bilimlari va kompetensiyalarini baholashning turli strategiyalaridan, diagnostik va umumiy yondashuvga asoslangan baholash usullaridan foydalana olishi;
- ta'lim oluvchilarning o'quv faoliyatini, bilim va kompetensiyalarini baholashga qaratilgan turli usul va vositalarni tanlay olish;
- baholashni ta'lim jarayonining ajralmas qismi sifatida tan olish, u orqali o'quvchilar bilan teskari aloqani o'rnatish;
- o'quvchilar o'zini baholashi, o'quvchilar boshqa o'quvchilarni baholashi va o'qituvchi tomonidan baholash yondashuvlaridan keng foydalanish;
- ta'lim oluvchilarning kompetensiyalarini baholash natijalarini tahlil qilish va ushbu tahlillar asosida pedagogik amaliyotga o'zgartirishlar kiritish va o'zining pedagogik faoliyatidagi keyingi qadamlarni belgilash

## **“INGLIZ TILI TA'LIMIDA XALQARO TAJRIBALARNI O'RGANISH” MODULI**

Modulning maqsadi va vazifalari

Modulning maqsadi: ingliz tili o'qituvchilarining joriy ehtiyojlaridan kelib chiqib, fan o'quv dasturiga yangi kiritilgan va o'zlashtirilishi qiyin bo'lgan mavzularning nazariy asoslari va o'qitish metodlarini qo'llash kompetensiyalarini rivojlantirish.

Modulning vazifalari:

- Tinglovchilarni darsdan tashqari ishlar mazmuni va metodikasi bilan tanishtirish;
- Tili o'rganilayotgan mamlakatlar madaniyati va adabiyoti mazmunidan dars jarayonida foydalanish malakalarini rivojlantirish;
- Ingliz tili darslarida muloqot madaniyati va zamonaviy texnologiyalarni qo'llash metodikasini takomillashtirish.

### **Modul bo'yicha tinglovchilarning bilim, ko'nikma, malaka va kompetensiyalariga qo'yiladigan talablar**

-Мазкур модулнинг мазмуни мамлакатимиз ижтимоий-иқтисодий ривожланишининг долзарб масалалари,

- таълим соҳасини ислоҳ қилишнинг устувор йўналишлари, таълим технологиялари ва улардан самарали фойдаланиш,

-замонавий педагог шахсини шакллантириш ва ривожлантиришнинг долзарб муаммолари ҳамда тингловчиларнинг эҳтиёжлари асосида шакллантирилади.

### **Modulni tashkil etish va o'tkazish bo'yicha tavsiyalar**

Tanlov o'quv moduli ma'ruza va amaliy mashg'ulotlar shaklida olib boriladi. Kursni o'qitish jarayonida ta'limning zamonaviy metodlari, pedagogik texnologiyalar va axborot-kommunikasiya texnologiyalari qo'llanilishi nazarda tutilgan:

- ma'ruza darslarida zamonaviy kompyuter texnologiyalari yordamida prezentasion va elektron-didaktik texnologiyalardan;

- o'tkaziladigan amaliy mashg'ulotlarda texnik vositalardan, test so'rovlari, aqliy hujum, guruhli fikrlash, kichik guruhlar bilan ishlash, kollokvium o'tkazish, va boshqa interaktiv ta'lim usullarini qo'llash nazarda tutiladi.

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

Modul mazmuni o'quv rejadagi "Ta'lim-tarbiya jarayonlarini tashkil etishning huquqiy-me'yoriy asoslari", "Ilg'or ta'lim-tarbiya texnologiyalari va pedagogik mahorat", "Ta'lim jarayonlarida axborot-kommunikasiya texnologiyalarini qo'llash" va "Mutaxassislik fanlari" bloklari bilan uzviy bog'langan holda pedagoglarning kasbiy pedagogik tayyorgarlik darajasini o'ttirishga xizmat qiladi.

### **Modulning uslubiy jihatdan uzviy ketma-ketligi**

Asosiy qismda (ma'ruza) modulning mavzulari mantiqiy ketma-ketlikda keltiriladi. Har bir mavzuning mohiyati asosiy tushunchalar va tezislar orqali ochib beriladi. Bunda mavzu bo'yicha tinglovchilarga yetkazilishi zarur bo'lgan bilim va ko'nikmalar to'la qamrab olinishi kerak.

Asosiy qism sifatiga qo'yiladigan talab mavzularning dolzarbligi, ularning ish beruvchilar talablari va ishlab chiqarish ehtiyojlariga mosligi, mamlakatimizda

bo'layotgan ijtimoiy-siyosiy va demokratik o'zgarishlar, iqtisodiyotni erkinlashtirish, iqtisodiy-huquqiy va boshqa sohalaridagi islohotlarning ustuvor masalalarini qamrab olishi hamda fan va texnologiyalarning so'ngi yutuqlari e'tiborga olinishi tavsiya etiladi.

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

Modulni o'zlashtirish orqali tinglovchilar masofali o'qish va xalqaro baholash tizimini va zamonaviy metodikada asosiy va yordamchi vositalarni qo'llash usullarini o'rganib, mustahkamlab, amalda qo'llash va baholashga doir kasbiy kompetentlikka ega bo'ladilar.

### **“Dars samaradorligini oshirishda qo'shimcha vositalar”**

#### **tanlov o'quv moduli**

№	Modul mavzulari	Hammasi	Jami o'quv yuklamasi	Nazariy	Amaliy	Ko'chma amaliyot	Mustaqil ta'lim
1.	PISA xalqaro baholash tizimi	2	2	2	-	-	-
2.	Tili o'rganilayotgan mamlakatlar adabiyoti bilan tanishtirish	2	2	-	2	-	-
3.	Tili o'rganilayotgan mamlakatlar ta'lim sohasi bilan tanishish	2	2	-	2	-	-
<b>Jami</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>-</b>	

### **NAZARIY VA AMALIY MASHG'ULOTLAR MAZMUNI**

#### **1-mavzu: PISA xalqaro baholash tizimi**

Xorijiy til o'qitishda PISA xalqaro baholash tizimi (online course, seminar, webinar) va xalqaro baholash tizimi (IELTS, TOEFL, APTIS) bilan tanishtirish.

## AMALIY MASHG'ULOTLAR MAZMUNI

### 2-mavzu: Tili o'rganilayotgan mamlakatlar adabiyoti bilan tanishtirish

Tili o'rganilayotgan mamlakatlar adabiyoti klassik va zamonaviy namoyondalari hayoti va ijodi bilan tanishtirish. Dars jarayonida adabiy muhitni yaratish, o'quvchilarning madaniy-ma'naviy va shaxs sifatida o'sishida adabiyotning roli.

### 3-mavzu: Tili o'rganilayotgan mamlakatlar ta'lim sohasi bilan tanishish

Xorijiy til darsliklari bilan tanishish, mavzular ketma-ketligi, mashq va topshiriqlarning mazmuni, mavzu maqsadlariga mosligi va h.k.z. Xorijiy til o'quv metodik majmualarini tahlil qilish. Samarali taqriz berish usullari va tamoyillari.

### “Darsdan tashqari mashg'ulotlarni tashkil etish”

#### Tanlov o'quv moduli

№	Modul mavzulari	Hammasi	Jami o'quv yuklamasi	Nazariy	Amaliy	Ko'chma amaliyot	Mustaqil ta'lim
1.	Darsdan tashqari ishlar metodikasi	4	4	2	2	-	-
Jami		4	4	2	2	-	-

## NAZARIY VA AMALIY MASHG'ULOTLAR MAZMUNI

### 1-mavzu: Darsdan tashqari ishlar metodikasi

O'quvchilar bilan darsdan tashqari ishlarni (to'garak ishlari, bo'sh o'zlashtiruvchi va iqtidorli o'quvchilar bilan ishlash va ularni ko'rik tanlovlarga tayyorlash) tashkil etish metodikasi. Turli tadbirlar (fan oyligi festivallari, o'quvchilar o'rtasida o'tkaziladigan musobaqa va tanlovlar), badiiy kechalar, milliy va tili o'rganilayotgan mamlakatlarning bayramlarini tashkillashtirish; ularga ularga ssenariy yaratish

texnologiyalari bilan tanishtirish

### **O'QITISH SHAKLLARI**

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

- ma'ruzalar, amaliy mashg'ulotlar (ma'lumotlar va texnologiyalarni anglab olish, aqliy qiziqishni rivojlantirish, nazariy bilimlarni mustahkamlash);
- davra suhbatlari (ko'rilayotgan topshiriqlar yechimlari bo'yicha taklif berish qobiliyatini oshirish, eshitish, idrok qilish va mantiqiy xulosalar chiqarish);
- bahs va munozaralar (topshiriqlar yechimi bo'yicha dalillar va asosli argumentlarni taqdim qilish, eshitish va muammolar yechimini topish qobiliyatini rivojlantirish).

**MODULNI O'QITISHDA  
FOYDALANILADIGAN  
INTERFAOL TA'LIM  
METODLARI**

# **MODULNI O'QITISHDA FOYDALANILADIGAN**

## **INTERFAOL TA'LIM METODLARI**

### **INCIDENT PROCESS**

This teaching style involves a case study format, but the process is not so rigid as a full case study training session. The focus is on learning how to solve real problems that involve real people. Small groups of participants are provided details from actual incidents and then asked to develop a workable solution.

### **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).

### **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 9 another activity.

### **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)

### **INFORMATION GAP ACTIVITY**

An activity in which a pair or two groups of pupils 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.

### **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.



## ICE-BREAKER

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

## PRESENTATION

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

## TRUE-FALSE ACTIVITY

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

## THINK, PAIR AND SHARE

Establish a problem or a question. Pair the pupils. Give each pair sufficient time to form a conclusion. Permit each participant to define the conclusion in his or her personal voice. You can also request that one pupil explain a concept while the other pupil evaluates what is being learned. Apply different variations of the process.

## Q&A SESSIONS

On the heels of every topic introduction, but prior to formal lecturing, the teacher requires pupils to jot down questions pertaining to the subject matter on 3×5 index cards. The lecture begins after the cards are collected. Along the route, the teacher reads and answers the pupil-generated questions. Some tips for a good session are as follows:

Randomize — Rather than following the order of collection or some alphabetical name list, establish some system that evokes pupil guesswork concerning the order of pupil involvement.

Keep it open-ended — If necessary, rephrase pupil questions so that participants must analyze, evaluate and then justify the answers. Hop it up — Gradually increase the speed of the Q & A. At some point, you should limit the responses to a single answer, moving faster and faster from question to question.

**NAZARIY  
MASHG'ULOTLAR  
MATERIALLARI**

# **LESSON 1. DISTANCE EDUCATION AND PROGRAM FOR INTERNATIONAL STUDENTS' ASSESSMENT**

Plan:

1. Advantages and disadvantages of distance education
2. General information about assessment system
3. International testing systems on English proficiency

Key words: distance learning, advantages, disadvantages, students, the Internet, assessment, IELTS, TOEFL, CEFR, Cambridge ESOL, undergraduate, postgraduate

## **1.1. Advantages and disadvantages of distance education**

Distance education is different from the traditional education. Distance education is that educational information and instruction is taught to learners who are physically distant from the source of that information and instruction. Distance education, also called distance learning, provides learning chances to people who could not afford time or money for traditional classes or who lived in remote areas far from schools. Because of the expansion of the Internet in recent years, the Internet has become the most important tool for delivering distance education. The main purpose of the article is to define the main advantages and disadvantages of distance education. So what exactly is distance learning?

Distance learning occurs when there is a separation between the teacher and the student, usually due to geographical or time concerns that prevent the student from attending an on-campus course. Often, electronic means are used to bridge this gap and distribute educational material though distance learning programs using printed and mailed materials have existed for well over a hundred years.

These programs have usually been specially designed to help best meet the needs

and requirements that arise when learning is taking place outside of a traditional classroom setting. The majority of distance education today takes place using the Internet, now readily accessible for the vast majority of students whether in their own homes or at facilities such as local libraries. These electronic means are used to distribute the learning material, keep students in touch with teachers, and provide access to communication between students.

Of course, distance learning can use other technological formats as well including television, DVDs, teleconferencing, and printable material, but the immediacy and functionality of Web learning has made it a first choice for many distance learners. Online programs often take advantage of a number of emerging technologies to make keeping in touch and effectively communicating ideas easier and more efficient than ever before and students may find themselves using interactive videos, e-mail, and discussion boards to complete their lessons.

Distance learning makes it much easier for some students to complete a degree or get additional job-training while balancing work and family commitments.

Because the hours when class work can be completed are flexible, as most distance learning programs allow students to work at their own place and on their own time, many students can complete their work during times when they are free, rather than scheduling their lives around a set classroom time. With more flexibility comes more responsibility on the part of the learner. Students must learn to work well independently and without the constant guidance and monitoring of an instructor, making distance learning a challenge for those who are not easily self motivated.

Distance learning is also a great tool to help reach students who are in geographically remote areas and may not have readily available access to educational facilities or who want to explore opportunities not offered by their local schools. Of course, schools are not the only people who are taking advantage of distance learning, as many businesses have found it a valuable tool in making employee education and training quicker and more cost efficient.

Surrounding technologies and supporting the hunt of lifelong learning for all age-groups, distance learning has become a growing vogue for many students who pursue higher education. It gives you the chance to further your education in any stage of your life but like any other style of teaching, distance learning has some advantages and disadvantages too. Like any kind of educational program, distance learning comes with a host of pros and cons. Before you enroll in any kind of distance learning program, make sure to carefully consider these in order to be sure you'll be getting an education that meets your personal needs, strengths and career goals. Differing to what most of us feel, the advantages are much greater than the disadvantages in distance learning.

There are some advantages of distance education. One of the primary advantages of distance education is the flexibility it provides to students. Distance education provides opportunities for people who may have trouble attending a traditional institution such as stay-at-home mothers, people working full time or members of the military. Many online educational programs allow you to work at your own place, so you can fit your education into your schedule. Flexibility in distance learning program gives chance to study without interfering in your personal life. If are working then you can always plan learning around other features of your life, without effecting any disturbing to personal nor professional life. With distance learning courses, students can complete their course work from just about anywhere, provided there's a computer and internet connection. This allows students to work when and where it is more convenient for them without having to squeeze in scheduled classes to an already busy life. Choosing education of your choice and numerous choices for schools.

The most significant advantage of distance learning is that one can pursue his choice of education during any time of his life. There is no control about city, college, etc. One can live and study from anywhere while choosing for distance learning programs. What is necessary is the most convenience to a computer and a good speed Internet connection. You may find online schools that specialize in your particular field or one that can provide a great general education. Either way, your options for education will be greatly expanded. Money saving as no commuting: This program did not require regular classes, it saves time in commuting. It also saves money. Attend classes at your suitability. In distance learning, one need not to attend class exact time and place, so students can finished their classes at their own time and suitability. Get more knowledge. One more advantage is that more knowledge of computer

and Internet skills that one gain in the process of distance learning experience can also be moved to other sides of life.

**Availability.** Many people while taking traditional classes come across physical availability problem because of inadequate mobility issues. But through online classes overcome the problems and by using own comfortable furniture in the home. Thus an ambition to further education can be satisfied while enjoying free movement at home. For both slow and quick learners, options are available. This reduces stress and increases learners' complete fulfillment. Learn while working.

As distance learning can usually be completed on your own schedule, it is much easier to complete distance learning courses while working than more traditional educational programs. Keeping your job gives you more income, experience and stability while completing your degree giving you less to worry about and more time to focus on your studies. Seeing the above mentioned advantages of distance learning, it becomes a little uncertain if this method of learning has any disadvantage or not. But to be frank, there are some problems too.

One of the main disadvantages of distance education is the loss of interaction with other students in the classroom. In distance learning, study in a group is difficult, one just have to do by himself which becomes publicly one-off as there is no communication with other classmates. Unseen costs: Some unseen charges cannot be escaped. For instance, if a student lives or works in a outside area where irregular supply of things then the study material need to be mailed in advance.

There will be sure extra charges and other costs which comes another point in bringing uneasiness to many. In distance learning, student and instructor also need to make proper plan much in advance to get the good and best result. Virtual courses can save money on constructing classrooms, dormitories and the overhead.

However, starting a high-tech distance learning programs still can be expensive.

Once the course or program is operational, the costs for keeping the technology current, developing new materials, updating courses, and marketing the courses still must be figured into the annual budget. Therefore, the provider usually should have the funds and technical support readily available to

meet today's needs, and also should have the resources to expand their technical capabilities as the Internet expands its services. No feedback immediately. Distance learning is not like a regular classroom. One does not get the feedback immediately, instead they have to wait for their teacher's reviewing the task and send them for comments. Format isn't ideal for all learners. Not everyone is an ideal candidate for online learning. If you know you have problems with motivation, procrastination and need lots of individual attention from a teacher you may want to think long and hard before enrolling in an online learning program. Some employers don't accept online degrees. While a majority of employers will, there are some who still see a stigma attached to distance learning. Realize that your online degree may not be the ideal tool for some job fields or for future learning. Requires adaptability to new technologies. If you've never been one to like working with technology you will probably get less out of an online course than your more tech-savvy counterparts.

Make sure you feel comfortable working with computers and with online programs before you sign up for a class. Depending upon one's own situations, one can match up and decide what he should choose for providing the educational and professional qualifications. For providing distance education the use of the Internet is the best way.

Technology the Internet and World Wide Web Distance learning programs involve many kinds of technology. The Internet and World Wide Web (WWW) are the primary means of presenting educational information. Once learners have subscribed to, or signed up for an Internet provider, they gain access to the educational materials and services designed for the Internet and WWW. The educational information is stored electronically, thus learners with access to the site can download or use the information as long as it is stored there. This makes it easy for learners to work at their own place and to visit the site as frequently as they like. The Web can provide learning information in many different interesting formats. It can present information in sound bits, such as music, voice or special effects.

Graphics may be also presented in a special type of artwork such as animation or video. In addition to working with the Web, the learners may be asked to send email messages, subscribe to mailing lists or participate in newsgroups, and online videoconferencing. How does distance education work.

First of all, the learner should decide what kind of distance learning program he wants to take. There are many web sites providing plentiful distance education resources, and the potential learners can link to each resource mentioned. When the learner links to the Web site that he is interested in, he can see the goal, content, policy, and tuition of the educational programs. He also should notice the hardware and software requirement and should set the equipment before starting his distance learning. The lectures are presented online, and teachers may pose questions to begin the discussion. Teachers frequently place course readings on the Web enabling students to print entire lectures or take notes. Sometimes teachers also choose some books or journals as textbooks. These textbooks are often superseded by information available electronically on the Web sites. Teachers also assign homework, and students should complete it by scheduled deadlines, just as they would be on campus. Sometimes students may be divided to several groups to work together for a group project.

At that time, they can use e-mail, subscribe mailing list or participate in an electronic conferencing or a newsgroup to seek for information and comments about their assignments. When learners or faculty want to lean back or relax, they can meet via 'chat room,' which serves as an informal chat station. If learners need assistance, they can call or e-mail their teacher. Some teachers even have teaching assistants assigned to each course to answer questions by e-mail. This kind of interaction can lead to more personal help and attention than that afforded by a traditional lecture classroom setup. Some teachers may also ask students to take online quizzes or exams to evaluate their performance. Most educational computer systems can keep track of each student's progress and can make reports to the teacher.

The Internet is one of the least costly approaches to provide interconnection.

Furthermore, through the Internet, the distance learning community can access hundreds of libraries and databases. It is very convenient.

Moreover, the educational material can be stored on a Web site. Students and teachers also have a written record of what everyone in the class says during the discussion. There is a greater potential for sharing information through the Internet than through other means of transmitting and receiving information. Not everyone can be well suited to distance learning programs. Successful participants must be highly motivated and self-disciplined. Because the course may be unmonitored, the learners themselves have full responsibilities for proceeding with the course and evaluating their mastery of a skill or subject. Although distance



education is very flexible and convenient, it still cannot provide the ‘college experience.’ Working with other learners, being part of a total educational environment, and collaborate closely with academic mentors is still valuable to many learners. In addition, some courses cannot be taught on the Internet and this causes some limitations of distance learning. There is another problem and it is related to technology. Not every student knows how to attend virtual classrooms well. Most of them do not have the hardware and software capability to receive video via the Web. Many teachers are also reluctant to switch from the traditional methods of teaching to technology-oriented approaches.

In addition, the performance of distance learning programs through the Internet cannot be guaranteed. Because the bandwidth for the average student is still low, while the requirements for audio and video are high. These technological issues need to be resolved. Thus, the role of the traditional academic institution is changing, colleges and universities will have to compete with a growing number of other educational providers. This trend should promote more collaboration among business, industry and academia to provide high-quality, innovative education. The future of distance education depends primarily on the creative use and development of new technologies. As learners become more aware of the potential developing knowledge and skills more easily and conveniently, the need for new materials and presentation media should continue to increase.

## 1.2. General information about assessment system

Assessment is the process of gathering and evaluating information on what students know, understand, and can do in order to make an informed decision

about next steps in the educational process. Data collection and evaluation methods can be as simple as oral questioning and response (for example, “What is the capital of Ethiopia?”), or as complex as computer-adaptive testing models based on multifaceted scoring algorithms and learning progressions. Decisions made based on the results may vary from how to design system-wide programs to improve teaching and learning in classrooms, to identifying next steps in classroom instruction, to determining which applicants should be admitted to university. An assessment system is a group of policies, structures, practices, and tools for generating and using information on student learning. Effective assessment systems are those that provide information of sufficient

quality and quantity to meet stakeholder information and decision making needs in support of improved quality and student learning.

Governments, international organizations, and other stakeholders are increasingly recognizing the importance of assessment for monitoring and improving student learning, and the concomitant need to develop strong systems for student assessment. This recognition is linked to growing evidence that the benefits of education accrue to society only when learning occurs

For example, a one standard deviation increase in scores on international assessments of reading and mathematics is associated with a 2 percent increase in annual growth rates of GDP per capita. Some people argue that assessments, -particularly large-scale assessment exercises, are too expensive. In fact, the opposite tends to be true, with testing shown to be among the least expensive innovations in education reform, costing far less than increasing teachers' salaries or reducing class size. Hoxby found that even the most expensive state-level, test-based accountability programs in the United States cost less than 0.25 percent of per-pupil spending. Similarly, in none of the Latin American countries reviewed by Wolff did testing involve more than 0.3 percent of the national education budget at the level (primary or secondary) tested. Over the last 20 years, many countries have started implementing assessment exercises or building on existing assessment systems.

In addition, there has been huge growth in the number of countries participating in international comparative assessment exercises such as the Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA). Nongovernmental organizations also have increasingly turned to student assessment to draw public attention to poor achievement levels and to create an impetus for change. Despite this, far too few countries have in place the policies, structures, practices, and tools that constitute an effective assessment system. This is particularly the case for low -income countries, which stand to benefit most from systematic efforts to measure learning outcomes. Some of these countries have experimented with large-scale or other standardized assessments of student learning, but too often these have been ad hoc experiences that are not part of an education strategy and are not sustained over time.

A key difference between one-off assessments and a sustained assessment system is that the former provides a snapshot of achievement while the latter allows for the possibility of monitoring trends over time (more like a series of photos) and a better understanding of the relative contribution of various inputs and educational practices to changes in those trends. One-off assessments can generate shock value and an opening for discussions about education quality, and this can be a short-term strategy for putting learning on the agenda.

Ultimately, however, governments must deal with the challenging, but necessary, task of putting in place systems that allow for regular monitoring of, and support for, student learning. This is the only way to harness the full power of assessment.

### 1.3. International testing systems on English proficiency

IELTS – the international English language testing system, is designed to assess the language ability of candidates who need to study or work where English is the language of communication.

IELTS is managed by University of Cambridge ESOL examinations, British Council and IDP: IELTS Australia. IELTS conforms to the highest international standards of language assessment. It covers the four language skills: listening, reading, writing and speaking.

IELTS is recognized by Universities and employers in many countries, including Australia, Canada, New Zealand, the UK and USA. It is also recognized by professional bodies, immigration authorities, and other government agencies. IELTS tests are administered at centers throughout the world – there are more than 500 centers in over 125 countries including Uzbekistan. IELTS is available in two formats –Academic and General training.

The Academic module assesses whether a candidate is ready to study or train in the medium of English at an undergraduate or post-graduate level. Admission to undergraduate and post-graduate courses should be based on the results of this module.

The General training module emphasizes language skills in broad social and work place contexts. It is suitable for candidates who are going to migrate to an English speaking country, planning to work undertake work experience or training programs not at a degree level. The general training module is not designed to test the full range of format language skills required for academic purposes.

TOEFL - Undergraduate, graduate, and postgraduate programs around the world require students to demonstrate their ability to communicate in English as an entrance requirement. The TOEFL test gives students the opportunity to prove they can communicate ideas effectively by simulating university classroom and student life communication. The language used in the test reflects real-life English language usage in university lectures, classes, and laboratories. It is the same language professors use when they discuss coursework or concepts with students.

It is the language students use in study groups and everyday university situations, such as buying books at the bookstore. The reading passages are from real textbooks and course materials.

The TOEFL test measures how well students use English, not just their knowledge of the language. Because it is a valid and reliable test with unbiased, objective scoring, the TOEFL test confirms that a student has the English language skills necessary to succeed in an academic setting. That's why it is the most highly regarded and widely accepted test in the world. More than 6,000 colleges, universities, and agencies in 130 countries accept TOEFL scores, so students have the flexibility to use their TOEFL test scores worldwide. The TOEFL test is also the most accessible English-language test. It is administered at more than 4,500 test centers in 180 countries. More than 22 million people have taken the test since 1964. ETS (Educational Testing Service) is the nonprofit educational organization that develops and administers the TOEFL test.

The TOEFL iBT is an Internet-based test (iBT) delivered in secure testing

centers around the world. The TOEFL iBT replaced the TOEFL computer-based test (CBT). The paper-and-pencil (PBT) version of the test is still offered in some locations where iBT testing is not possible.

If your first or native language is NOT English, it is likely that the college or university that you wish to attend will require you to take this test. However, you should check with each institution to which you are applying for admission.

Your test scores will be considered together with other information you supply to the institution to determine if you have the appropriate academic and language background to be admitted to a regular or modified program of study.

Often your field of study and whether you are applying as a graduate or undergraduate student will determine what TOEFL scores you need.

Each institution that uses TOEFL scores sets its own minimum level of acceptable performance. These minimums vary from one institution to another, depending on factors such as the applicant's field of study, the level of study (undergraduate or graduate), whether the applicant will be a teaching assistant, and whether the institution offers English as a Second Language support for its students.

### Cambridge ESOL - University of Cambridge ESOL Examinations

(Cambridge ESOL) is a part of the Cambridge Assessment Group, which is a department of the University of Cambridge\*. It has a tradition of language assessment dating back to 1913, and is one of the world's largest educational assessment agencies. Cambridge ESOL offers an extensive range of examinations, certificates and diplomas for learners and teachers of English. In 2006, over 2 million people took these examinations at centres in over 130 countries.

Cambridge ESOL undertakes:

- to assess language skills at a range of levels, each of them having a clearly defined relevance to the needs of language learners

- to assess skills which are directly relevant to the range of uses for which learners will need the language they have learned, and which cover the four language skills – reading, writing, listening and speaking – as well as knowledge of language structure and use
- to provide accurate and consistent assessment of each language skill at the appropriate level
- to relate the examinations to the teaching curriculum in such a way that they encourage positive learning experiences, and to seek to achieve a positive impact wherever possible
- to endeavour to be fair to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

CEFR – A common reference for describing language learning, teaching, and assessment. People have been learning, teaching, and assessing language for centuries. In this long history, there have been as many different ways of teaching as there have been ways of describing levels of language learning and assessment. Even today, schools, universities, and language academies use many different methodologies and many ways to describe proficiency levels. What may be an intermediate level in one country may be an upper-intermediate level in another.

Levels may vary even among institutions in the same area.

Levels according to CEFR:

#### LEVEL A1. BREAKTHROUGH

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and

clearly and is prepared to help.

LEVEL A2. WAYSTAGE. KEY ENGLISH TEST: Basic command of the spoken language

- Able to convey basic meaning in very familiar or highly predictable situations.
- Produces utterances which tend to be very short – words or phrases – with frequent hesitations and pauses.
- Dependent on rehearsed or formulaic phrases with limited generative capacity.
- Only able to produce limited extended discourse.
- Pronunciation is heavily influenced by L1 features and may at times be difficult to understand.
- Requires prompting and assistance by an interlocutor to prevent communication from breaking down.

LEVEL B1. THRESHOLD. PRELIMINARY ENGLISH TEST:

Limited but effective command of the spoken language

- Able to handle communication in most familiar situations.
- Able to construct longer utterances but is not able to use complex language except in well-rehearsed utterances.
- Has problems searching for language resources to express ideas and concepts resulting in pauses and hesitation.
- Pronunciation is generally intelligible, but L1 features may put a strain on the listener.
- Has some ability to compensate for communication difficulties using repair strategies but may require prompting and assistance by an interlocutor.

LEVEL B2. VANTAGE. FIRST CERTIFICATE IN ENGLISH:

Generally effective command of the spoken language

- Able to handle communication in familiar situations.
- Able to organise extended discourse but occasionally produces utterances that lack coherence and some inaccuracies and inappropriate usage occur.
- Maintains a flow of language, although hesitation may occur whilst searching for language resources.
- Although pronunciation is easily understood, L1 features may be intrusive.
- Does not require major assistance or prompting by an interlocutor.

#### LEVEL C1. EFFECTIVE OPERATIONAL PROFICIENCY.

##### CERTIFICATE IN ADVANCED ENGLISH:

Good operational command of the spoken language

- Able to handle communication in most situations.
- Able to use accurate and appropriate linguistic resources to express ideas and produce discourse that is generally coherent.
- Occasionally produces inaccuracies and inappropriacies.
- Maintains a flow of language with only natural hesitation resulting from considerations of appropriacy or expression.
- L1 accent may be evident but does not affect the clarity of the message.

#### LEVEL C2. MASTERY. CERTIFICATE OF PROFICIENCY IN

ENGLISH: Fully operational command of the spoken language

- Able to handle communication in most situations, including unfamiliar or unexpected ones.
- Able to use accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and always easy to follow.
- Rarely produces inaccuracies and inappropriacies.
- Pronunciation is easily understood and prosodic features are used effectively; many features, including pausing and hesitation, are 'native-like'.



## **LESSON 2. GETTING ACQUAINTED WITH AND USING LITERATURE IN ENGLISH LESSONS**

Objectives:

- to inform participants with the ways of using literature in EFL classroom
- to discuss the influence of literature on pupils' cultural, language and personal growth
- to identify ways of proper organization and a make sample plan for literature lesson
- to list recommended English books for additional reading

Practical tasks.

Task 1. Discuss and give your opinion on the following proverb:

“Don't judge the book by its cover

Task 2. Group work. Participants should define what the genre is and give sample to each of them. They choose one literature genre. Make a role play from a novel or a play on this genre.

Some examples of genre include horror, mystery, science fiction, fantasy historical fiction, romance, adventure story.

Task 3. Look at covers of the books and predict what they are about.

Task 4. Now read the plot and compare your predictions.

Charlottes's web

A baby pig is almost killed because of his status – he is the smallest pig that was born and he is considered to be useless and of no value. The pig is saved by a little girl called Fern Arable. She adopts the pig and takes care of it. She gives him the name Wilbur.

Fern grows sad when Wilbur grows up and has to be sent away to a farm owned by her uncle. She has a strong relationship with Wilbur. When Wilbur goes to the farm, all the other farm animals ignore him and he's left crying for his human friend. One day he hears a voice, but he can't see anything. This voice promises to become friends with him.

The voice belongs to a small spider called Charlotte. Charlotte the spider knows that the farmers are planning to kill Wilbur. She promises to make a plan to save his life. The farmers are surprised the next day when they see the words "some pig" written in the web\* Charlotte has made. Charlotte asked for the other animals' help over the day to write messages everywhere.

Wilbur is sad when Charlotte disappears. But in the end, her baby spiders turn out to be great company for the pig. They continue to protect each other and the story ends well.

#### The Old Man and the Sea

This is a story of a long fight between an old, experienced fisherman and the best fish he ever caught. Santiago has returned to the village without any fish for 84 days. The young boy who helps Santiago is told by his parents to join another boat. But the young boy continues to help the fisherman at night.

On the eighty-fifth day, his luck changes and so does his life. Santiago sails his boat further away. He drops his fishing lines. At 12 pm, a huge fish (a marlin) takes the bait (the food used to attract fish). The man tries to pull the fish up, but the fish is too big and strong. Instead, the fish begins to pull the boat. The old man continues to fight and hold on to the line. The fish pulls the boat around the sea for two days.

On the third day, the fish gets tired. Santiago is able to pull the fish closer and kill it. It's the biggest fish he has seen in his life. He begins to sail back to the

village, but the blood of the fish attracts sharks. The boat is attacked by a Mako shark, but Santiago is able to kill it. He kills most of the sharks, but there is a problem. They have eaten the meat of the fish and now only the skeleton (bones) is left. He returns back to his home and falls asleep.

All the people of the village are amazed at the size of the fish skeleton. The young boy agrees to be the fishing partner of Santiago once more.

Task 5. In groups choose a story and complete the graphic in the Handout below:

Handout

Questions

1. How are literary texts different from other texts? For example, how is a short story different from a newspaper article?
2. Who is your favourite writer/poet? Why do you enjoy reading their work?
3. What are the benefits of making pupils read English literature at English lessons?
4. How can you motivate pupils to read?

# **LESSON 3. ENGLISH SPEAKING COUNTRIES'**

## **CULTURE AND TRADITIONS**

Plan:

1. Great Britain/United Kingdom's culture
2. English national holidays
3. Americans holidays and traditions

Key words: culture, traditions, history, United Kingdom, Great Britain, United States of America, Guy Fawkes Night, memorial day, developed island, cinema

### **3.1. GREAT BRITAIN/UNITED KINGDOM'S CULTURE**

The culture of the United Kingdom is influenced by the UK's history as a developed island country, a liberal democracy and a major power; its predominantly Christian religious life; and its composition of four countries—England, Wales, Scotland and Northern Ireland—each of which has distinct customs, cultures and symbolism. The wider culture of Europe has also influenced British culture, and Humanism, Protestantism and representative democracy developed from broader Western culture.

British literature, music, cinema, art, theatre, comedy, media, television, philosophy, architecture and education are important aspects of British culture. The United Kingdom is also prominent in science and technology, producing world leading scientists (e.g. Isaac Newton and Charles Darwin) and inventions. Sport is an important part of British culture; numerous sports originated in the country, including football. The UK has been described as a "cultural superpower", and London has been described as a world cultural capital.

The changes, which started in the UK, had a profound effect on the socioeconomic and cultural conditions of the world. As a result of the British Empire, significant British influence can be observed in the language, law, culture and institutions of a geographically wide assortment of countries, including Australia,

Canada, India, the Republic of Ireland, New Zealand, Nigeria, Pakistan, South Africa, Sri Lanka, the United States and English speaking Caribbean nations.

These states are sometimes collectively known as the Anglosphere, and are among Britain's closest allies. In turn the empire also influenced British culture, particularly British cuisine.

The cultures of England, Scotland, Wales and Northern Ireland are diverse and have varying degrees of overlap and distinctiveness.

### 3.2. English national holidays

British nation is considered to be the most conservative in Europe. It is not a secret that every nation and every country has its own customs and traditions. In Great Britain people attach greater importance to traditions and customs than in other European countries. Englishmen are proud of their traditions and carefully keep them up. The best examples are their queen, money system, their weights and measures.

There are many customs and some of them are very old. There is, for example, the Marble Championship, where the British Champion is crowned; he wins a silver cup known among folk dancers as Morris Dancing. Morris Dancing is an event where people, worn in beautiful clothes with ribbons and bells, dance with handkerchiefs or big sticks in their hands, while traditional music-sounds.

St.Valentine's Day on February 14th is a lovers feast. People give gifts or send greeting cards called Valentines to people they like or admire. This day is named for an early Christian martyr. Easter is celebrated as in the rest of Europe. It is an ancient symbol of spring and new life. Christians remember Christ's death and his resurrect (rising from the death, return to life)

The mid-summer's day on June 24th is marked by various special celebrations.

There is a sunrise ceremony at Stonehenge and in some parts of Scotland, Cornwall or Northumbria there are lit the mid-summer fires as in pre-Christian times when this ritual was performed to give strength to the Sun and drive out devils.

Halloween (the Eve of all Saint's Day) on October 31st is a night of traditional fun and games. Children light pumpkin lanterns to ward off witches and evil spirits. They dress up in strange costumes, going round the houses and say „trick or treat“ and are given chocolate or candy. Halloween is associated with ancient Celtic customs such as fortune-telling and tales of witches and ghosts. These pagan traditions mark the beginning of winter.

On Guy Fawkes Night (Day) on November 5th English children are to be asking passers-by in the streets to 'spare a penny for the guy'. The guy - a figure of a man, stuffed with straw, paper or old rags usually stands somewhere nearby. This figure represents Guy Fawkes, the leader of a group of men who tried to blow up the British House of Parliament in 1605. But 'The Gunpowder Plot' was discovered in last time, no explosion passed and G.Fawkes was arrested and executed. So on November 5th people fire up bonfires and there are a lot of explosions of fireworks all over England.

Most families have a fireworks parties this day. Bonfire Night, what is another name for this feast, was originally Protestant demonstrations against Roman Catholics (because Guy Fawkes was a Catholic) but now it is a good occasion for funny celebration.

Remembrance Day on November 11th is a ceremony at the Cenotaph in Whitehall in London when two minutes of silence remember those killed in the two world wars. Christmas, a time of peace and friendly will between December 23rd - 25th was originally a pagan celebration of hope of good coming spring and their religious aspect grow up much later. A lot of things is prepared for this holidays and there is usually decoration all over the cities. Shop windows are turning into artistic scenes, they are lit up at night, you can heard some carols and there are many presents and Xmas cards to buy. There is of course Father Christmas (in the USA called Santa

Clause) - a man dressed up in red robe, with a red chap on his head, thick white beard and reindeers put on into his slider which stopping outside the chimneys.

This celebration have a different course in Great Britain and in the Czech Republic. The final preparations for Christmas Day are done on Christmas Eve (24th December) in UK. This day is most important in the Czech Republic and any other European countries but the British don't celebrate it. They also haven't got a decorated Xmas tree (like people in CR), but on Christmas Eve children hang up their stockings near the fireplace - Father Christmas come down the

chimney at night and fill this stockings with lots of little gifts. Christmas presents are opened after breakfast on Christmas Day (25th December) and there is traditionally lunch - roast turkey and Christmas pudding (often in GB, always in USA but in CR there is a fish on evening December 24th). This special festive Xmas pudding is made of eggs, chopped candied peel, mixed dried fruit and shredded suet. It is covered with white sauce and burning of strong brandy. Those who find the 'treasure' are supposed to

have good luck in the coming year. The day after is Boxing Day (26th December) -the day of evening parties and public celebrations.

New Year's Eve is the night of merry-making all over the land, especially in Scotland. They have family parties and at twelve o'clock they sing a songs. People gather in squares, link arms and sing. In Scotland they call the last day of the year Hogmanay and the first visitor on New Year brings good luck. They give each other a

piece of coal and wish „Lang may your lum reek“ which express the hope that 'your chimney will smoke for a long time'.

Bank Holidays in England are held three times a year - on first Monday in May, on last Monday in May (or first in June) and on the last Monday in August (or last in September). The offices and banks of England are closed, no business houses, factories, shops or schools are open on these days. On Bank Holidays there are convoys of cars heading to the coast and the seaside are crowded of people. Many families take a picnic or tea party and enjoy their meal in the open. Many Londoners take their families to Hampstead Heath, a large park in Greater London where take place an annual fair.

Royal Traditions One of the many royal traditions is the State Opening of Parliament when the Queen reads the 'Queen Speech'. This ceremony takes place every autumn and hundreds of people watch the procession as the Queen travels from

Buckingham Palace to the Houses of Parliament in a gold coach. In the House of Lords she sits on a throne, wearing a crown and Crown Jewels.

The Queen is also the only person in Britain with two birthdays. She was actually born on April 21st but her 'official' birthday is on the second Saturday in June. On

this day there is the traditional ceremony called the Trooping the Colour. One regiment of foot guards and one regiment of horse guards 'troop' the

flag ('the colour') in front of the Queen. It is a big and spectacular ceremony with brass bands every year.

Martin Luther King Day held the third Monday in January is a remembrance day of a black clergyman and civil rights leader who preached the rights of black people which aren't the second-class citizens. King was assassinated in 1968.

Memorial Day on May 30th (or last Monday in month) is a day in honour of those Americans who have given their lives to their country in all wars.

Independence Day on July 4th is the birthday of the USA.

Veteran's Day on November 11th is a day in honour of those Americans who have served. There is a official ceremony at the Tomb of the Unknown Soldier in Arlington National Cemetery outside Washington D.C.

Thanksgiving Day is celebrated every fourth Thursday in November. It remembers the first settlers - the Pilgrim Fathers - who came in 1620. It is mainly the family holiday - the whole family gathers together and enjoys a traditional dinner - roast turkey and pumpkin pies etc. This is also the day of gifts, charities and food for poor and homeless people. There are also other holidays which have the tradition longer than the USA. Most of them came from Europe, especially from Britain and are

celebrated by the majority of the population. The most important of these are e.g. St. Valentine's Day, Halloween or Christmas.

### 3.3. Americans holidays and traditions

Every nation has different customs and traditions, its own way of life. In Europe there are people who have lived in the same house and been in the same job for 20, 30 or more years. That's not the American way of life. The Americans love change, they call it the spirit of adventure, a spirit that they think is more characteristic of America than of Europe. They like to move away, to change houses and jobs.

While the Englishman thinks it is ill mannered to ask private questions, the American doesn't feel that at all. He will tell you all about himself, his wife and



family, and ask where you have come from, what your job is, how you like America and how long you are staying. The American prefers sociability. In his home he doesn't object to being seen by everyone — he actually likes it.

With this sociability goes overwhelming hospitality. A national Thanksgiving

Day is perhaps the only holiday spent by the Americans at home. Table decorations follow a traditional pattern — a harvest of Indian corn, apples, oranges, walnuts and grapes. Flowers also bring the fall scene indoors. The centre piece is the traditional roast turkey.

Still another American tradition concerns Halloween. Its origin dates back hundreds of years to the Druid festival. The Druid New Year began on November 1, marking the beginning of winter and the reign of the Lord of Death. The custom of telling ghost stories on Halloween comes from the Druids. On this occasion children usually wear ghost costumes or false faces. They also carve out rounded eyes in pumpkins and put burning candles inside them to make them visible from far away.

In Texas, where the West begins, the biggest annual festival — the Fat Stock Show — is held. Its rodeo, held together with the stock show, is the biggest indoor rodeo on the earth.

And, of course, no nation can exist without humour. As they themselves say, an American must have one wife, two cars, three children, four pets, five suits, six acres, seven credit cards — and is lucky to have eight cents in his pocket.

America is enormous: the third largest country in the world with a population of more than 300 million people. Americans come in all colors, have all types of religions, and speak many languages from all over the world. Americans are extremely independent, individualistic, and like to be different from each other. 66% of Americans are overweight; 37% of those are obese. Americans believe in freedom of choice. Americans need a lot of “elbow room”; they like personal space around them. Approximately 1% of Americans are homeless (3.5 million people).

Americans talk easily to the homeless but use good judgment and are careful with whom they talk. Sadly, the streets of major cities are often dirty. Many people,

especially teenagers, wear strange clothes, and many have tattoos and body piercings. Americans follow the rule of law. Littering (throwing garbage on the street), graffiti and tagging (writing on the walls), and loitering (standing around and doing nothing) are against the law and are punishable by a fine or jail.

Discriminating against or making any insulting statement about someone else's religion or ethnicity is against the law and could be punishable as a hate crime. You must be over the age of 21 and you must have an identification card with a photo to buy or drink alcohol.

In most states, it is illegal to buy cigarettes if you are under the age of 18 and often you can only smoke in certain places. Americans are extremely informal and call most people by their first name or nickname. Americans smile a lot and talk easily to strangers, sharing personal stories. Asking "How are you?" is simply a greeting and is not a question about your health.

When Americans put their hands on their hips, they are usually relaxed; when they fold their arms tightly across their chests, they are angry or very serious (or cold). Americans don't push or stand too close to anyone in line. They always wait their turn. In a restaurant, the server is usually very friendly and helpful and often will tell you his or her name. When the service is good, tipping is expected to be 15–20% of the bill.

### Questions

1. What is difference between culture and tradition?
2. What kind of English holidays do you know?
3. Do you know anything about American traditions?
4. Do you have any holidays in your country similar with British holidays?
5. Should we celebrate English holidays in our country, explain why and why not?

**KEYSLAR BANKI**

## **V. KEYSLAR BANKI**

### **Case 1: Working Together**

Giving instructions and observing other teachers to help their development.

By Richard Watson Todd

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

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

Hearing these ideas, Paolo had realized that he had been treating his classes like a production line, something he had sworn he would never do when he had started teaching twenty years earlier. Quickly becoming friends, Sophia and Paolo had decided to work together to help each other develop as teachers. They decided that they would talk English outside the classroom to improve their language, they would subscribe to a couple of journals for teachers, and they would encourage each other to innovate and try out new ideas in the classroom.

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

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

In one of the journals he and Sophia were subscribing to he had found a technique called Jigsaw Reading. Cutting a long passage in to pieces, he would give each of the pieces to a different group of pupils. The groups would read and try to understand their section of the passage. Then new groups consisting of one pupil from each of the previous groups would be formed. The new groups would try to reconstruct the whole passage. Paolo thought that the pupils would pay a

lot more attention to the reading if he used a Jigsaw Reading technique. In addition, the technique would generate a lot of beneficial pupil-pupil interaction.

Paolo had been looking forward to trying out Jigsaw Reading with his fourth-year pupils. In the classroom, however, the new technique had been fraught with problems. The seemingly simple procedures of Jigsaw Reading turned out to be almost impossible to convey to the pupils, even when Paolo resorted to Italian. In giving the instructions before the activity, he found himself using longer and longer sentences with all sorts of convoluted phrasing to explain whether he was talking about the original grouping of pupils or the regrouping halfway through the activity. Because they had been unclear about the purpose and organization of the activity, the pupils had been uncertain of what to do while reading. Regrouping the pupils had taken a full ten minutes of class time, and once they had been regrouped, the pupils just sat there not knowing what to do next. Paolo had had to explain all the stages of the activity over and over again, until he was relieved to hear the bell ring at the end of the class.

Exhausted and dispirited after the lesson, Paolo sought out Sophia. He explained all that had gone wrong while Sophia listened attentively and made sympathetic noises. When he finished, they discussed the possible causes of the problem. They decided that everything came down to the clarity of his instructions.

The next problem, then, was how Paolo could improve his instructions. Paolo, still discouraged by the lesson, did not feel capable of improving his instructions by himself. He wanted Sophia to help him.

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

What's more, Sophia wasn't sure about how much help she could be to Paolo by observing him. She didn't know what sort of things she should look for

when Paolo gave instructions, and she didn't think she would be able to identify what his problems were. Another thing that worried her was what she should say to Paolo after the lesson. Although they had built up a close relationship, Sophia knew she wouldn't feel comfortable criticizing Paolo's teaching and wasn't sure what his reactions would be. With these misgivings in her mind, Sophia was undecided about whether to accept Paolo's invitation to observe his teaching.

## Questions

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

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

3. The regrouping of the pupils in the Jigsaw reading activity causes most of Paolo's problems. Should all of the instructions be given at the start of the activity or should the instructions be broken down into two sets, one given at the start of the activity and one given in the middle before regrouping the pupils?

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

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

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

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

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

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

If she chooses to use an observation sheet, what aspects of Paolo's teaching should Sophia include on the sheet? What form should the observation sheet take? If you were going to observe a colleague focusing on his/her instructions, how would you record your observations? If you decided to use an observation sheet, what would it look like?

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

Case 2. Planning, being flexible in the classroom, and dealing with the unexpected. By Richard Watson Todd Mustafa was proud of his Bed. Now in his first job as a teacher, he had great plans for helping his pupils learn English, and he knew that what he had learnt from his Bed would help him reach this goal. All through his years as a secondary school pupil, he had thought that teaching was easy, but his degree had made him emphasise that teaching was far more complicated when seen from the teacher's perspective than from the pupil's seat. The most important thing that Mustafa had learnt from his degree was the importance of planning. His tutors had constantly emphasised and reemphasised the need to think before teaching. Planning, he had been told, was often more important for the success of a lesson than the teaching. Having been asked to teach an impromptu lesson and then compare it with a planned lesson, Mustafa firmly believed his tutors.

Mustafa had been teaching at a technical college in Cairo for two weeks now. His next lesson was on Saturday with an evening class of older pupils. He picked up the textbook assigned for the class and started planning. On his degree, he had been told to follow a given sequence for planning and to write his plan according to a model format. Mustafa didn't need to remind himself of the sequence or the format since he had used them so often already. Starting from

the unit in the textbook, he identified the objectives to be covered in the lesson, used a grammar book to check on his knowledge of these objectives, looked through the reading passage, prepared quick explanations of unknown words, checked the answers to the comprehension questions, decided how to present the grammar points, and wrote up instructions for the pair work activity. As a final flourish, he decided to devote three minutes at the start of the lesson to chatting to the pupils.

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

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

"OK, what did you do in the last week?", he asked. "Yes, Fatima?"

"I went to the cinema."

"You went to the cinema. Very good. OK, Ahmed what did you do?"

"I went to see my uncle near from Alexandria."

"Near Alexandria. No 'from'. OK. Hafiz?"

"I got married."

Mustafa smiled. "You got married. That's interesting." The three minutes he had set aside for chatting were up. "Now turn to page 17 in your books." Mustafa asked the pupils to read the passage and to identify unknown words. After the pupils had finished reading, he asked, "Right, what words didn't you know?"

"Trapped."

"Trapped, right." Mustafa looked at his lesson plan. "Trap means to catch. So the boy was trapped means the boy was caught. OK?"

The pupils were silent.

"Any other words?"

"Pick."

"OK, pick means to select."



“But I don’t understand. Here the book has that pick the lock.”

“Yes, lock means the thing that you open with a key.”

“But I don’t understand.”

Mustafa wondered what was wrong with Hafiz who was usually a good pupil.

Maybe it was his marriage affecting him. “What do you mean?”

“Pick a lock means select a lock. I don’t understand.”

“Never mind. Any more words? Yes, Abdullah?”

“Freezer.”

“I taught you freezer last week. You already know the word. Yes, Miriam?”

“Jog.”

Mustafa looked a bit put out. He had noticed the word when he had prepared his lesson, but he had assumed that the pupils would know it. He knew that in the short time he had been teaching them, the pupils hadn’t come across jog, but it was such a simple word he had thought they must know it. “Um, jog means run.” Ahmed looked up brightly. “Run. Like Said Aouita. Yeah, good runner.” Mustafa was flustered. “No, not like Said Aouita. He runs very fast, but jog is running slowly.”

It was now Ahmed’s turn to look puzzled. “But if you run, you want to win.

Why people run slow?” He then switched to Arabic and used the slang expression for ‘They must be cheats’. Mustafa felt that he was starting to lose control. This wasn’t in his lesson plan. “No. You don’t jog when you run in a race. Jog is run slowly for exercise. If you want to get fit, you can run but you only need to run slowly. So people jog for exercise or to get fit.”

Now it was Miriam who looked confused. “What mean exercise and fit?” Mustafa felt himself in danger of falling into a never-ending circle of definitions. He decided that he had to avoid this at all costs. So he quickly wrote the three problem words in English on the board with their Arabic equivalents. All of the pupils looked satisfied and dutifully copied these down into their exercise books. Mustafa was still worried, however. First, he had broken the climate of English which he had tried so hard to establish in the classroom. Second, he realized that he was already five minutes behind his lesson plan. He would have to rush through everything to get the lesson finished on time.

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

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

### Questions

1. The Bed that Mustafa took placed a heavy emphasis on lesson planning. How important do you think lesson planning is to the success of lessons? How much emphasis should be given to lesson planning on teacher training programmes?
2. Mustafa had been taught to follow a certain sequence and format when planning. What do you think this sequence and format consisted of? How helpful do you think such a model is to beginning teachers? While models of planning can help give security to beginning teachers, they are also restrictive. Do you think the benefits of such models outweigh the extent to which they restrict teachers?
3. The lesson started with "chatting". What are the purposes of chatting to pupils? Why is it used so often as a way of beginning lessons?
4. Chatting to pupils can be considered an attempt to bring the characteristics of

natural conversation (such as unpredictability and the need to constantly negotiate topics) into the classroom. However, the way in which Mustafa runs the chatting session does not reflect interaction in the real world. In what ways does the classroom chatting in the extract differ from interaction in the real world? How do you think Mustafa can change the way he runs the chatting session in order to make it reflect real world interaction more closely?

5. To help pupils understand the reading passage, Mustafa asks them to identify unknown words. Do you think unknown words should be taught before the pupils read or after they have finished reading? Do all unknown words need to be explained? In explaining the meaning of the unknown words to the pupils, Mustafa seems to regard the context in which the words appear as not being very important. What problems does this lead to and how can Mustafa overcome these problems?

6. Mustafa's main problems occur when he is required to teach something he has not planned for. Improvisation is a vital teaching skill. Do you think that improvisation is teachable? If so, how can improvisation be taught? All through the lesson Mustafa is being controlled by the plan rather than controlling it. To what extent should plans be followed? When and why should teachers deviate from their prepared plans?

# **MUSTAQIL TA'LIM MAVZULARI**

## **VI. MUSTAQIL TA'LIM MAVZULARI**

Мустақил ишни ташкил этишнинг шакли ва мазмуни

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

- меъёрий ҳужжатлардан, ўқув ва илмий адабиётлардан фойдаланиш асосида модул мавзуларини ўрганиш;
- тарқатма материаллар бўйича маърузалар қисмини ўзлаштириш;
- автоматлаштирилган ўргатувчи ва назорат қилувчи дастурлар билан ишлаш;
- махсус адабиётлар бўйича модул бўлимлари ёки мавзулари устида ишлаш;
- амалий машғулотларда берилган топшириқларни бажариш.

Мустақил таълим мавзуси

1. Modern approaches and innovations in improving language skills
2. Effective ways of teaching Young learners
3. Types of dictations
4. Teaching pronunciation
5. Effective usage of ICT in the lessons
6. Teaching grammar in innovative way
7. Modern methods in teaching vocabulary
8. CLT based lessons
9. CLIL dimensions
10. STEAM approach in teaching foreign languages

# **GLOSSARIY**

## **VII. GLOSSARIY**

### **ANTICLOCKWISE**

In the opposite direction to the movement of the hands of a clock.

### **APPLIED LINGUISTICS**

the study of second and foreign language acquisition and learning the study of language and linguistics in relation to practical problems, such as lexicography, translation or speech pathology.

### **ASSESSMENT**

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

### **AUTHENTIC TASK**

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.

### **AUTHENTIC TEXT**

Texts which are taken from newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programmes, etc.

When a teacher prepares texts or tapes for use in the classroom, he/she often has to use simplified texts as opposed to authentic texts.

### **AUTHENTICITY**

The degree to which language teaching materials have the qualities of natural speech or writing.

### **AUTONOMOUS LEARNING**

The process of learning without being controlled by anyone else.

### **AUTONOMY**

The ability to act and make decisions without being controlled by anyone else

## 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

## BUILDING RAPPORT

Building friendly classroom relationships with and between learners.

## CHALLENGE

A new or a difficult task that tests somebody's ability and skill

## CLOCKWISE

Moving around in the same direction as the hands of a clock.

## CLT

Communicative language teaching also (communicative approach).

An approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. The communicative approach has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the audio-lingual approach.

Teaching materials used with a communicative approach often: teach the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes, etc. are based on a notional syllabus or some other communicatively organized syllabus emphasize the processes of communication, such as using language appropriately in different types of situations; using language to perform different kinds of tasks, e.g. to solve puzzles, to get information, etc.; using language for social interaction with other people.

## COMPREHENSIBLE INPUT

Input language which contains linguistic items that are slightly beyond the learner's present linguistic competence.

## CONTEXT

The ideas or content which occurs before and/or after a word, a phrase or even a longer utterance or text. The context often helps in understanding the particular meaning of the word, phrase, etc. For example, the word loud in loud music is usually understood as meaning "noisy" whereas in a tie with a loud pattern it is



understood as “unpleasantly colourful”. The context may also be the broader social situation in which a linguistic item is used. For example, in ordinary usage, spinster refers to an older unmarried woman but in a legal context it refers to any unmarried woman

### CO-OPERATIVE LEARNING ALSO (COLLABORATIVE LEARNING)

An approach to teaching and learning in which classrooms are organized so that pupils work together in small co-operative teams. Such an approach to learning is said to increase pupils’ learning since a) it is less threatening for many pupils, b) it increases the amount of pupil participation in the classroom, c) it reduces the need for competitiveness, and d) it reduces the teacher’s dominance in the classroom.

### ELICITATION

Techniques or procedures which a teacher uses to get learners to actively produce a response.

### EVALUATION

In general, the systematic gathering of information for purposes of decision making. Evaluation uses quantitative methods (e.g. tests), qualitative methods (e.g. observations, ratings) and value judgments. In language teaching programmes, evaluation is related to decisions to be made about the quality of the programme itself, and decisions about individuals in the programmes. The evaluation of programmes may involve the study of curriculum, objectives, materials, and tests or grading systems. The evaluation of individuals involves decisions about entrance to programmes, placement, progress, and achievement. In evaluating both programmes and individuals, tests and other means of assessment are frequently used.

### FACILITATE

To make a learning process possible or easier; to work with a group in order to help them to articulate ideas.

### FACILITATOR

a person who helps an individual or a whole group to learn and/or express themselves.

### FEEDBACK

(in teaching) Comments or information learners receive on the success of a learning task, either from the teacher or from other learners.

## FLUENCY ( FLUENCY DEVELOPING ACTIVITIES)

In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes: the ability to produce written and/or spoken language with ease and without significant hesitation;

## ICE-BREAKER

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

## INFORMATION GAP ACTIVITY

An activity in which a pair or two groups of pupils hold different information, or where one partner knows something that the other doesn't. This gives a real purpose to a communication activity.

## INSE(T)T In-Service (Teacher) Training

## INTERACTION PATTERN

Mode of work (individual work, pairwork, groupwork) used in learning or teaching

## INTERLANGUAGE

A term used to describe the state of a learner's language – somewhere between being a complete beginner and native speaker standard.

**JIGSAW 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.

## LANGUAGE AWARENESS

In ELT, this is an approach to language which takes account of social dimensions of language use as well as encouraging to think about language systems, discourse and communication. It involves exploring authentic language through questions and tasks as well as questioning traditional views of grammar and lexis.

## . 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 distractors.

For example: Yesterday I \_\_\_\_\_ some interesting magazines.

(a) have bought (b) buying (c) was bought (d) bought

## OBJECTIVE

Objectives are statements of what is to be achieved in a course or lesson. They are detailed descriptions of exactly what a learner is expected to be able to do at the end of a period of learning. This might be a single lesson, a chapter of a book, a term's work, etc. Aims, on the other hand, are long-term goals, described in very general terms.

## PAIRWORK

a learning activity which involves learners working together in pairs.

## PEDAGOGY

the study of teaching methods and approaches.

## PEER OBSERVATION

Observation of a teacher or trainee by a colleague of equal status.

## ROLE PLAY

Classroom activities in which pupils take the roles of different participants in a situation and act out what might typically happen in that situation. For example, to practise how to express complaints and apologies in a foreign language, pupils might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson.

## SCANNING

A type of speed reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text

or passage. For example, the reader may read a chapter of a book as rapidly as possible in order to find out information about a particular date, such as when someone was born. Scanning may be contrasted with skimming or skim reading, which is a type of rapid reading used when the reader wants to get the main idea or ideas from a passage. For example, a reader may skim-read a chapter to find out if the writer approves or disapproves of something.

## SECOND LANGUAGE ACQUISITION

(SLA)

(in applied linguistics) the processes by which people learn or acquire a second or foreign language. These processes are often investigated with the expectation that information about them may be useful in language teaching.

## SELF-CORRECTION

Correction by a learner of her/his own mistakes –usually possible only in the case of post-systematic errors.

## SIMULATION

Classroom or training activities which reproduce or simulate real situations and which often involve learners/participants in playing roles and group discussion in order to solve a problem or complete a given task. They are given instructions to follow (for example, an employer- employee discussion over wage increases in a factory). The participants then make

decisions and proposals. Consequences are “simulated” on the basis of decisions the participants take. They later discuss their actions, feelings, and what happened in a debriefing session which generally follows the simulation proper.

**Foydalanish tavsiya  
etiladigan o'quv-uslubiy  
adabiyotlar ro'yxati**

## **Foydalanish tavsiya etiladigan o'quv-uslubiy adabiyotlar ro'yxati**

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