O'ZBEKISTON RESPUBLIKASI

OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI

NAMANGAN DAVLAT UNIVERSITETI

INGLIZ FILOLOGIYASI FAKULTETI

AMALIY INGLIZ TILI KAFEDRASI

"CHET TILLARNI O'QITISHNING INTEGRALLASHGAN KURSI"

fanidan

O'QUV - USLUBIY MAJMUA

Bilim sohasi:	**100000 – Gumanitar soha**
Ta'lim sohasi:	**110000 - Pedagogika**
Ta'lim yo'lanishi:	**5111400- Xorijiy til va adabiyoti**
	(ingliz tili) 4-bosqich talabalari uchun

Namangan – 2021

O'quv uslubiy majmua O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2017 yil 1-martdagi "Yangi o'quv uslubiy majmualarni tayyorlash bo'yicha uslubiy ko'rsatmani tavsiya etish to'g'risida" gi 107- sonli buyrug'iga muvofiq Oliy va o'rta maxsus, kasb-hunar ta'limi yo'nalishlari bo'yicha O'quv-uslubiy birlashmalar faoliyatini Muvofiqlashtiruvchi kengashning 2018 yil 27 - iyundagi 6-sonli bayonnomasi bilan ma'qullangan hamda O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi 2020 yil "14" avgustdagi 418-sonli buyrug'i bilan tasdiqlangan fan dasturiga muvofiq ishlab chiqildi.

Tuzuvchi: **Dosbayeva N.T**

O'quv uslubiy majmua Namangan davlat universiteti Ingliz filologiyasi fakulteti amaliy ingliz tili kafedrasida ko'rib chiqilgan va tasdiqqa tavsiya qilingan.

2021 yil ___ avgust __ - sonli majlis bayoni.

Amaliy ingliz tili
kafedrasi mudiri: **M. Alimova**

O'quv uslubiy majmua Namangan davlat universiteti Ingliz filologiyasi fakulteti ilmiy kengashida ko'rib chiqilgan va tasdiqqa tavsiya qilingan.

2021 yil ___ avgust __ - sonli majlis bayoni.

Fakultet dekani: **f.f.n. dots. Q. Sidiqov**

MUNDARIJA

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I.O'QUV MATERIALLARI

II. MUSTAQIL TA'LIM VA MUSTAQIL ISHLAR MAVZULARI

Mustaqil ta'limning mazmuni va ular bo'yicha ajratilgan soatlarning taqsimoti

	Chet tili o'qitishning uslub va tamoyillari	
1	Find the best teaching method for kids	Check task
2	Prepare lesson plan	Check students plan
3	Find information about linguistics	Check information
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	TURLI YOSHDAGILARGA CHET TILINI O'QITISH	
1	Write article review "Andragogy vs pedagogy"	1)O'qituvchi tomonidan konspektlarni tekshirish 2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish
2	Write your topic proposal about your problem and approach for teaching different age groups	1)O'qituvchi tomonidan konspektlarni tekshirish 2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish
3	Outline of teaching different age groups	1)O'qituvchi tomonidan konspektlarni tekshirish 2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish
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	Jami	
	TIL BO'YICHA BILIMLARNI BAHOLASH TURLARI VA MEZONLARI	
1	Presenting testing criterias	1)O'qituvchi tomonidan konspektlarni tekshirish 2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish
2	Producing different types of tests: Achievement tests, proficiency tests and etc.	1)O'qituvchi tomonidan konspektlarni tekshirish 2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish

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		2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish
	Jami	

III. GLOSSARY

GLOSSARY

Accuracy – Producing language with few errors.

Achievement test - A test to measure what students have learned or achieved from a program of study; should be part of every language program and be specific to the goals and objectives of a specific language course. These tests must be flexible to respond to the particular goals and needs of the students in a language program.

Activate - The phase in a lesson where students have the opportunity to practice language forms.

Active listening - A technique whereby the listener repeats (often in other words) what the speaker has said to demonstrate his or her understanding. Active listening is an especially useful alternative to directly correcting a student error.

Active vocabulary - Vocabulary that students actually use in speaking and writing.

Active - Related to student engagement and participation. For example, listening is perceived to be a passive skill, but is actually active because it involves students in decoding meaning.

Alphabet - A complete standardized set of letters – basic written symbols – each of which roughly represents a phoneme of a spoken language, either as it exists now or as it may have been in the past. English uses the Roman or Latin alphabet, which consists of vowels and consonants.

Vowel - A sound in spoken language characterized by an open configuration of the voice tract so that there is no build-up of air pressure above the vocal cords. The Roman vowels include the letters "a", "e", "i", "o", "u" and sometimes "y". In all languages, vowels form the nucleus of a syllable. A vowel also completes a syllable.

Semivowel - A sound that is much like the vowel, but is not the key (nuclear) sound in a syllable. Examples: the opening sounds in the words "yet" and "wet".

Consonant - An alphabetic character which represents a sound created by a constriction or closure at one or more points along the vocal tract. Consonants form the onset or end of a syllable, or both.

Aptitude - The rate at which a student can learn a language, based on raw talent. Aptitude does not seem to be related to attitude; a gifted student can have a poor attitude.

Attitude - A complex mental state involving beliefs, feelings, values and dispositions to act in certain ways. Attitude affects a student's ability to learn, but is unrelated to aptitude.

Audiolingualism - A form of language learning based on behaviourist psychology. It stresses the following: listening and speaking before reading and writing; activities such as dialogues and drills, formation of good habits and automatic language use through much repetition; use of target language only in the classroom.

Audio-visual aids - Teaching aids such as audio, video, overhead projection, posters,pictures and graphics.

Aural - Related to listening.

Authentic text - Natural or real teaching material; often this material is taken from newspapers, magazines, radio, TV or podcasts.

Automaticity - A learner's ability to recover a word automatically, without straining to fetch it from memory.

Basic Interpersonal Communication Skills (BICS) - Also known as Conversational or Social Language. Everyday, straightforward communication skills that are helped by contextual support. The language ability required for verbal face-to-face communication.

Bilingual Syntax Measure (BSM) - assessment used measure a student's language dominance. This oral assessment is generally administered at the time of a student's admission

to Holyoke Public Schools and is used to determine a student's LAU category in combination with factors such as a student's home language.

Biliteracy - The ability to read and write proficiently in two languages.

Behavioural psychology - Also called behaviourism, the belief that learning should be based on psychological study of observable and measurable psychology only; psychological theory based on stimulus-response influenced audiolingualism.

Bottom-up information processing - Students learn partially through bottom-up information processing, or processing based on information present in the language presented. For example, in reading bottom-up processing involves understanding letters, words, and sentence structure rather than making use of the students' previous knowledge.

Brainstorming - A group activity where students freely contribute their ideas to a topic to generate ideas.

Burn-out - Fatigue usually based on either the stress of overwork or boredom with the same task.

Chorus - Speaking together as a group; used in choral speaking and jazz chants.

Classroom climate - Environment created in the classroom by factors such as the physical environment and also the interrelationship between the teacher and the students, and among the students.

Classroom management - The management of classroom processes such as how the teacher sets up the classroom and organizes teaching and learning to facilitate instruction. Includes classroom procedures, groupings, how instructions for activities are given, and management of student behaviour.

Cloze - A type of gap fill where the gaps are regular, e.g. every 7th or 9th word. The technique can used to assess students' reading comprehension or as a practice activity.

Collocation - The way words are often used together. For example, "do the dishes" and "do homework", but "make the bed" and "make noise".

Colloquialism - A word or phrase used in conversation – usually in small regions of the English-speaking world – but not in formal speech or writing: "Like, this dude came onto her real bad."

Communicative Competence - The role of language learning is to achieve communicative competence. Communicative competence has four parts, which we call language competencies.

1.   **Grammatical competence** is how well a person has learned that features and rules of the language. This includes vocabulary, pronunciation, and sentence formation. The main question is: How well does a person understand English grammar?

2.   **Sociolinguistic competence** is how well a person speaks and is understood in various social contexts. This depends on factors such as status of those speaking to each other, the purpose of the interaction, and the expectations of the interaction. The main question is: how socially acceptable is the person's use of English in different settings?

3.   **Discourse competence** is how well a person can combine grammatical forms and meanings to achieve different types (genres) of speaking or writing. The main question is: How well does one properly combine all the languages elements to speak or write in English?

4.   **Strategic competence** is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies. The main question is: Can a person find ways to communicate when he or she is lacking some knowledge of English?

Communicative Language Teaching - Communicative language teaching (CLT) is an approach to foreign or second language learning 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 aural-oral (audio-lingual) approach. Teaching materials used with a communicative approach teach the language needed to express and understand different kinds of functions, such

as requesting, describing, expressing likes and dislikes, etc. Also, they 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.

Competence learning model - Especially when we take specialized courses, learning seems to take place in four stages. We begin with unconscious incompetence: we do not know how much we do not know. Once we begin our course of studies, we become consciously incompetent: we know how much we do not know. From there we proceed to conscious competence: we have functional knowledge and can perform competently, but we have to think about what we are doing. Finally, after we have had enough experience, we become unconsciously competent: we know it and we can do it, and we do not much have to think about it. This model applies to a great deal of language learning, to TEFL training and to many other areas of study.

Comprehensible input - Language that is understandable to learners.

Content words - Words that carry meaning; usually nouns, verbs and sometimes adjectives and adverbs.

Context clues - Clues used when guessing word meanings; clues that provide students with meaning or comprehension based on the environment in which a word is found.

Contrastive analysis - Comparing two languages to predict where learning will be facilitated and hindered.

Controlled practice - Language practise where the students are restricted in their choice of language, usually to a single answer, for example a gap fill. (see "Free practise" and "Guided practise")

Creative construction hypothesis - Hypothesis in language acquisition which states that learners gradually develop their own rule systems for language.

Culture - The sum of the beliefs, attitudes, behaviours, habits and customs of a group of people.

Deductive teaching - Also known as deduction, from the verb "to deduce"; a teaching technique in which the teacher presents language rules and the students then practice those rules in activities. Deductive teaching is usually based on grammar-based methodology and proceeds from generalizations about the language to specifics. (See "Inductive teaching".)

Delayed copying - The teacher writes a short familiar sentence on the board, gives students time to look at it, erases it, and then they see if they can write it.

Descriptive grammar - Grammar that is described in terms of what people actually say or write, rather than what grammar books say the grammar of the language should be. See "prescriptive grammar".

Diagnostic test - A test to diagnose or discover what language students know and what they need to develop to improve their language abilities; may be used before a course of study and combined with placement test.

Dictation - A technique in which the teacher reads a short passage out loud and students write down what the teacher reads; the teacher reads phrases slowly, giving students time to write what they hear; the technique is used for practice as well as testing.

Dual Language Program - Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language

ELL - English language learner. A national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits. Massachusetts law defines an English learner as a student who cannot perform ordinary classwork in English.

English as a Second Language (ESL) - A program of techniques, methodology and special curriculum designed to teach ELL students English language skills, which may include

listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

English Language Learner (ELL) - An alternate term that is used to describe a limited English proficient (LEP) student, which focuses on the development of the English language, rather than viewing the native language as a deficit. Massachusetts law interchangeably uses the term **English learner** in place of ELL.

English Language Proficiency Benchmarks and Outcomes (ELPBO) - A document designed by the Massachusetts Department of Education which includes benchmarks and outcomes that outline the progress of an ELL student as s/he acquires English proficiency in the four domains of language. The benchmarks and outcomes are assessed annually using the Massachusetts English Proficiency Assessment (MEPA) and bi-annually using the Massachusetts English Language Assessment - Oral (MELA-O).

Facilitator - A concept related to a teacher's approach to interaction with students. Particularly in communicative classrooms, teachers tend to work in partnership with students to develop their language skills. A teacher who is a facilitator tends to be more student-centred and less dominant in the classroom than in other approaches. The facilitator may also take the role of mentor or coach rather than director.

Feedback - Reporting back or giving information back, usually to the teacher; feedback can be verbal, written or nonverbal in the form of facial expressions, gestures, behaviours; teachers can use feedback to discover whether a student understands, is learning, and likes an activity.

Fluency - Natural, normal, native-like speech characterized by appropriate pauses, intonation, stress, register, word choice, interjections and interruptions.

Form-focused instruction - The teaching of specific language content (lexis, structure, phonology).

Formerly English Limited Proficient (FLEP): A student who was formerly an LEP student who has a level of English proficiency that approximates that of a native English speaking student.

Four Domains of Language - Comprehension (Listening), Production (Speaking), Reading, and Writing.

Free practice - Practice-activities that involve more language choice by the learner. The students focus on the content rather than the language. Used for fluency practice.

Function words - Also known as form words, empty words, structure or structural words and grammar words; these words connect content words grammatically; function words have little or no meaning by themselves. Examples include articles, prepositions and conjunctions.

Functional syllabus - Syllabus based on communicative acts such as making introductions, making requests, expressing opinions, requesting information, refusing, apologizing, giving advice, persuading; this type of syllabus is often used in communicative language teaching.

Gesture - A facial or body movement that communicates meaning; examples include a smile, a frown, a shrug, a shake or nod of the head. Gestures often accompany verbal communication.

Graded reader - Reading material that has been simplified for language students. The readers are usually graded according to difficulty of grammar, vocabulary, or amount of information presented.

Grammar translation - A method of language teaching characterized by translation and the study of grammar rules. Involves presentation of grammatical rules, vocabulary lists, and translation. Emphasizes knowledge and use of language rules rather than communicative competence.

Grammatical syllabus - A syllabus based on the grammar or structure of a language; often part of the grammar translation method.

Guided practice - An intermediate stage in language practice - between "controlled practice" (q.v.) and "free practice" (q.v.) activities; this stage features allows for some creativity from the students.

Idiom - A group of words whose meaning is different from the meanings of the individual words: "She let the cat out of the bag" or "He was caught red-handed."

Inductive teaching - Also known as induction, from the verb "to induce"; a facilitative, student-centred teaching technique where the students discover language rules through extensive use of the language and exposure to many examples. This is the preferred technique in communicative language teaching.

Input hypothesis - Hypothesis that states that learners learn language through exposure to language that is just beyond their level of comprehension. See "Krashen, Stephen".

Interference - A phenomenon in language learning where the first language interferes with learning the target or foreign language.

Interlanguage - The language a learner uses before mastering the foreign language; it may contain features of the first language and the target language as well as non-standard features.

Interlocutor - In a conversation, this refers to the person you are speaking to.

Intonation - How we change the pitch and sound of our voice when speaking.

Informed Parental Consent - The permission of a parent to enroll their child in an ELL program, or the refusal to allow their child to enroll in such a program, after the parent is provided effective notice of the educational options and the district's educational recommendation.

Home Language Survey - A survey required by the Office of Civil Rights upon a student's admission to a public school to determine the predominant language spoken in the student's home.

Language content - Language has three components, which are commonly taught as language items.

1.   **Structural items** are grammatical points about the language. CL teachers frequently introduce these as examples or model sentences, and they are often called "patterns".

2.   **Phonological items** are features of the sound system of the language, including intonation, word stress, rhythm and register. A common way to teach phonology is simply to have students repeat vocabulary using proper stress and pronunciation.

3.   **A lexical item** is a new bit of vocabulary. It is sometimes difficult to decide whether an item is structural or lexical. For example, the teacher could teach phrasal verbs like "chop down" and "stand up" as lexis or structure.

Language experience approach - An approach based on teaching first language reading to young children, but adapted for use with adults. Students use vocabulary and concepts already learned to tell a story or describe an event. The teacher writes down the information they provide, and then uses the account to teach language, especially to develop reading skills.

Language learning requirements - To learn language, students have four needs: They must be exposed to the language. They must understand its meaning and structure. And they must practice it. Teachers should hold their students as able. They should not over-explain or make things too easy. Learning comes through discovery.

Language skills - In language teaching, this refers to the mode or manner in which language is used. Listening, speaking, reading and writing are generally called the four language skills. Speaking and writing are the productive skills, while reading and listening are the receptive skills. Often the skills are divided into sub-skills, such as discriminating sounds in connected speech, or understanding relationships within a sentence.

Learning burden - These are the features of the word that the teacher actually needs to be taught, and can differ dramatically from word to word. Especially in lexis, the teacher needs to reduce learning burden by, for example, reducing the number of definitions and uses presented.

Language-Cognitive Needs Profile: A form in the cumulative folder of a student who has been identified as an English language learner upon entry into the Holyoke Public Schools.

This profile is a record of initial and other assessment data, (BSM, literacy, Lau category), English proficiency levels, and other language related information. We are required to update it regularly.

Language Dominance: Refers to the measurement of the degree of bilingualism, which implies a comparison of the proficiencies in two or more languages.

Lau Categories: Categories of Relative Proficiency defined by English and Spanish Proficiency Levels and Equivalents 1975 Lau Categories: A: Mono-lingual speaker of a language other than English; B; Predominantly speaks a language other than English; C: Balanced Bilingual; D: Predominantly speaks English; E: Monolingual speaker of English. A Lau category always remains the same regardless of the student's proficiency level in English over time.

Limited English Proficient (LEP): Individuals who, by foreign birth or ancestry, speak a language other than English, and either understand and speak little or no English. (See ELL)

Language Proficiency : Refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.

Learning factors - For EFL teachers, four factors outside aptitude and attitude affect the rate at which a student learns a second language. These are:

1) The student's motivation, including whether it is instrumental or integrative;

2) The amount of time the student spends in class and practicing the language outside class;

3) The teacher's approach to teaching;

4) The teacher's effectiveness and teaching style.

The most important of these motivators are the first two, which are also the two the teacher has least control over. See also "aptitude", "attitude" and "TEFL vs. TEFL".

Lesson plan - An outline or plan that guides teaching of a lesson; includes the following: pre-assessment of class; aims and objectives; warm-up and review; engagement, study, activation of language (controlled, guided and free practice); and assessment of lesson. A good lesson plan describes procedures for student motivation and practice activities, and includes alternative ideas in case the lesson is not long enough or is too difficult. It also notes materials needed.

Look and say - Also called the whole-word method, a method to teach reading to children, usually in their first language; has been adapted for second-language reading; words are taught in association with visuals or objects; students must always say the word so the teacher can monitor and correct pronunciation.

Low Incidence Population (LIP): Similar to LEP, except that the individual is not a member of the dominant English learner group. In Holyoke, Spanish is the dominant English learner group. Students whose first language is not Spanish are considered LIP. They must receive structured English support.

Metalanguage - Language used to describe, analyse or explain another language. Metalanguage includes, for example, grammatical terms and the rules of syntax. The term is sometimes used to mean the language used in class to give instructions, explain things, etc. – in essence, to refer to all teacher talk that does not specifically include the "target language".

Model/modelling - To teach by example; for example, a teacher who wants students to do an activity may first demonstrate the activity, often with a student volunteer.

Motivation - In language instruction, the desire to learn.

Motivation paradox - Students' main motivators are factors the teacher has little control over (integrated versus instrumental motivation, which heavily influence time on task), yet motivation is critical to learning.

Native Language (L1): The first or initial language learned by a child.

Native speakers - Those who speak the language in question as their mother tongue.

Needs assessment - Measurement of what students need in order to learn language and achieve their language learning goals; also may include consideration of the school syllabus.

Non-native speakers - Those who speak the language in question as an additional language. The language in question is not their mother tongue.

Objectives - Also called lesson objectives or aims; statements of student learning outcomes based on student needs; objectives state specifically what the students will be able to do in a specified time period; objectives are measurable and therefore involve specific and discrete language skills.

Oral - Related to speaking.

Over-correction - Correcting so much that students become reluctant to try out what they have learned.

Paradox of language acquisition - The limited amount of comprehensible input that children receive is mathematically insufficient for them to determine grammatical principles, yet somehow they are still able to do so.

Passive vocabulary - Vocabulary that students have heard and can understand, but do not necessarily use when they speak or write.

Passive - Opposite of active; the false assumption that the language skills of reading and listening do not involve students in doing anything but receiving information.

Peer correction - Also known as peer review, peer editing, or peer feedback; in writing, an activity whereby students help each other with the editing of a composition by giving each other feedback, making comments or suggestions; can be done in pairs or small groups.

Phonemic awareness - Awareness of the sounds of English and their correspondence to written forms.

Placement tests - Tests used to place students in a specific language program; such tests should reflect program levels and expectations for students at each proficiency level offered by the language program.

Prescriptive grammar - Grammar that is described in terms of grammar rules of what is considered the best usage, often by grammarians; prescriptive grammar may not agree with what people actually say or write.

Proficiency level - Describes how well a student can use the language (often categorized as beginner, intermediate or advanced).

Proficiency tests - General tests that provide overall information on a student's language proficiency level or ability; can be used to determine entry and exit levels of a language program or to adjust the curriculum according to the abilities of the students.

Rapport - Relationship, usually a harmonious one, established within a classroom between teacher and students and among students.

Realia - Real or actual objects used as teaching aids to make learning more natural; can include forms, pictures, tickets, schedules, souvenirs, advertisements and articles from English magazines or newspapers, and so on.

Recycling or spiralling - Sometimes called the cyclical approach; the purpose is to repeat language items throughout the syllabus; each time a language item is encountered more detail about it is added; this allows students to build on prior knowledge.

Register - Level of formality in speech with others; register depends on the situation, location, topic discussed, and other factors.

Second Language (L2): This term is used in different, overlapping ways, and can mean: (1) the second language learned (chronologically); (2) the weaker language; (3) a language that is not the "mother tongue"; (4) the less used language; (5) the target language. This term is sometimes used to describe third and further languages.

Scan - To read quickly for specific information; a reading stratagem.

Skim - To read quickly for main idea or general information; a reading stratagem.

Social context - The environment in which meanings are exchanged; can be analysed in terms of the field of discourse, which refers to what is happening, including what is being talked about; the tenor of discourse, which refers to the participants taking part in the exchange of meaning, including who they are and their relationships with each other (for example, teacher and students); and the mode of discourse, which refers to what part the language is playing in the particular situation and what "channel" (writing, speaking or a combination of the two) is being used.

Sociolinguistics - Aspects of culture that affect communication with others; examples: social class, education level, age, gender, ethnicity.

Student and teacher - Teachers have eight roles in the classroom. They are authorities and sources of knowledge; entertainers; caregivers; role models; counsellors and sometimes friends; classroom disciplinarians; directors and managers; facilitators, coaches and guides.

Student feedback - Information solicited from students by the teacher to assess the effectiveness of the teaching-learning process.

Student-centered - Also called learner-centered, a way of teaching that centers on the goals, needs, interests and existing knowledge of the students. Students actively participate in such classrooms and may even be involved in setting learning outcomes. Teachers in student-centered classrooms ask students for input on their goals, needs and interests and on what they know before providing them with study topics or answers to questions (for example, grammar rules). They may also ask students to generate (help produce) materials. The teacher is seen more as a facilitator or helper than the dominant figure in the classroom.

Student-generated material - Teaching material to which the students have made a major contribution; the language experience approach, for example, uses student-generated material.

Survey - To quickly read the headlines, subheads, opening and closing paragraphs, photo captions, pull quotes and other key materials in an article to get a sense of meaning; a reading stratagem.

Syllabus or curriculum - The longer-term teaching plan; includes topics that will be covered and the order in which they will be covered in a course or program of studies.

Syntax - Sometimes called word order; how words combine to form sentences and the rules governing sentence formation.

Tape script - A written text which accompanies listening material; may be used to make cloze passages or for student review.

Task-based syllabus - A syllabus organized around a sect of real, purposeful tasks that students are expected to carry out; tasks may include telephone use, making charts or maps, following instructions, and so on; task-based learning is purposeful and a natural way to learn language.

Teachable moments - Times in a language class in which the teacher realizes that a point of information not in the lesson plan will help students understand a language point; teachable moments digress for a brief time from the lesson plan and can be valuable in helping student learning and keeping students engaged.

Teacher talk - The language teachers use when teaching; involves simplifying speech for students; it may be detrimental to learning if it is childish or not close to the natural production of the target language.

Technique - A way of presenting language.

Thematic syllabus - Syllabus based on themes or topics of interest to the students.

Top-down information processing - Students learn partially through top-down information processing, or processing based on how students make sense of language input – for example, through using students' previous knowledge or schema.

IV.ILOVALAR

IV. 1. FAN DASTURI

IV. 2. ISHCHI FAN DASTUR

O'ZBEKISTON RESPUBLIKASI

OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI

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ISHCHI O'QUV DASTURI

2021/2022 o'quv yili kunduzgi bo'lim shakli, 4 - bosqich talabalari uchun

Bilim sohasi:	**100000 – Gumanitar soha**
Ta'lim sohasi:	**110000 - Pedagogika**
Ta'lim yo'lanishi:	**5111400- Xorijiy til va adabiyoti (ingliz tili)**

Namangan – 2021

Fanning ishchi o`quv dasturi O'zROO`MTV tomonidan 2019 yil 26.05 №BD-5111400– 3.07 son bilan ro`yxatga olingan hamda 510-sonli buyrug'i bilan tasdiqlangan na`munaviy dastur asosida tuzildi.

Tuzuvchilar: o'qituvchi: Dosbayeva N.T

Taqrizchi: katta o'qituvchi: Yo. Nazarova

Fanning ishchi o'quv dasturi Amaliy ingliz tili kafedrasining 2021 yil ___ -avgustdagi 1-sonli yig'ilishida muhokamadan o'tgan va fakultet kengashida ko'rib chiqish uchun tavsiya etilgan.

Amaliy ingliz tili

kafedrasi mudiri v.b: Alimova M.

Ishchi o'quv dastur Ingliz filologiyasi fakultetining 2019 yil __-avgustdagi 1-sonli Kengashida ko'rib chiqilgan va foydalanishga tavsiya etilgan.

Fakultet Kengashi raisi: Q.Sidiqov

O'quv fanining dolzarbligi va oliy kasbiy ta'limdagi o'rni

Chet tillarni o'qitishning integrallashgan kursi amaliy fan bo'lib, barcha til ko'nikmalarini integrallashgan holda o'qitishni nazarda tutadi. Ushbu fan talabalarni chet tilini o'qitish uslublari bilan batafsil tanishiradi hamda kelgusi kasbiy faoliyatlarida darsni shu usulda tashkil etishga yo'naltiradi. Fan auditoriyada o'rganilayotgan chet ttilidan asosiy aloqa vositasi sifatida samarali foydalnishga va talabalarning kasbiy ixtislashuvini rivojlantirishga xizmat qiladi.

O'quv fanning maqsad va vazifalari

Fanni o'qitishdan maqsad talabarning xorijiy til bo'yicha egallagan bilim, ko'nikma, malakalarni kasbiy va ilmiy faoliyatida erkin qo'llay olishlarini ta'minlash, talabalarni til bo'yicha egallangan bilimlarini baholash nazariyasi va amaliyoti bilan tanishtirish hamda baholash mezonlarining maqsad va vazifalarini to'g'ri belgilay olish ga o'rgatish hisoblanadi.

Fanning **asosiy vazifasi** umume'tirof etilgan xalqaro me'yorlarga ko'ra talabalarning o'rganilayotgan chet tilini C1 darajada egallashlari uchun zaruriy bilimlarni integrallashgan tarzda o'rgatish va muloqot malakalarini rivojlantirishdir.

Fan bo'yicha talabalarning tasavvur, bilim, ko'nikma va malakalariga qo'yiladigan talablar

Mazkur dastur bo'yicha ta'lim olgan talabaning:

- *Che*t tilini Umum Yevropa standartlariga ko'ra C1 darajada o'zlashtirishi;
- o'rganilayotgan chet tilida o'qish, tinglab tushunish, gapirish va yozish ko'nikmalarini egallashi;
- o'rganilayotgan chet tilining xalqaro muloqotdagi roli;
- til o'rganish jarayonlari hamda ularning til o'rganishdagi roli va ahamiyati;
- o'quv materiallarini tanqidiy tahlil qilish, baholash, muayyan sharoitga moslashtirish va yangilarini yarata olish;
- darsni rejalashtirishda izchillikni ta'minlash hamda reja asosida mashg'ulot olib borish;
- chet tilini o'qitishning turli uslublari va til o'qitishdagi turli yondashuvlar;
- til o'qitilayotgan guruh va sharoitga mos ravishda o'qitish uslublarini tanlash va to'g'ri qo'llay olish;
- ta'lim oluvchilar bilimini baholashning turli shakl va metodlari;
- o'zining o'quv va pedagogik faoliyatini baholay olish va refleksiya ko'nikmalarini qo'llay olish;
- o'z faoliyati bo'yicha ilmiy tadqiqot olib borish;
- tilni anglash va til tahlili sohalaridan pedagogik maqsadlarda foydalana olish;
- madaniyatlararo kompetentsiya va uning chet tilini o'qitishdagi roli bo'yicha tasavvur, bilim, malaka va ko'nikmalarga, kompetentsiyalarga ega bo'lishi talab etiladi.

Fanning o'quv rejadagi boshqa fanlar bilan o'zaro bog'liqligi va uslubiy jihatdan uzviyligi

Asosiy o'rganilayotgan til (ingliz, nemis, frantsuz, ispan tillari) fani mazkur ta'lim yo'nalishi o'quv rejasidagi boshqa ixtisoslik fanlari bilan o'zaro bog'liq bo'lib, modullar ketma-ketligi va mazmuniga mos ravishda 1-8 semestrlar davomida o'qitiladi.

Mazkur fan umumkasbiy fan hisoblanadi va to'rt yil davomida modullarga ajratilgan holda o'rgatiladi. O'quv rejaning adabiyotshunoslik, metodika, mamlakatshunoslikka oid kurslari va o'rganilayotgan chet tilining nazariy kurslari - umumiy tilshunoslik, stilistika va matn tahlili, nazariy fonetika, qiyosiy tipologiya, nazariy grammatika fanlaridan zaruriy bilimlarni

egallashda ushbu fan modullari bo'yicha o'zlashtirilgan ko'nikma va malakalar muhim ahamiyat kasb etadi.

III. ASOSIY QISM
Semestrlar bo'yicha mashg'ulot turlariga ajratilgan soatlarning taqsimoti

	Semester / modul	Yuklama	Auditoriya mashg'ulotlari turi bo'yicha o'quv yuklamasi taqsimoti (soat)		Mustaqil ta'lim
			jami	Amaliy	
1	2	3	4	5	6
	VII semetr				
1	Chet tillarni o'qitishning uslub va tamoyillari	**50**	**28**	28	22
2	Turli yoshdagilarga chet tilini o'qitish	**54**	**30**	30	24
3	Til bo'yicha bilimlarni baholash turlari va mezonlari	**54**	**30**	30	24
	Jami	**158**	**88**	88	70
	VIII semetr				
4	Auditoriyani o'rganish(tadqiq etish)	**80**	**44**	44	36
5	Maxsus yo'nalish (soha)larda chet tilini o'qitish	**78**	**44**	44	34
	Jami	**158**	**88**	88	70
	Umumiy soat	**316**	**176**	176	140

Modul 1 Methods and approaches of teaching foreign language

№	Mavzular	Qisqacha mazmuni	Soati
1	The different methods of teaching foreign languages	CHet tillarni o'qitish uslublari o'rtasidagi farqlar;	4
2	Foreign experience of teaching languages: grammar-translation method	CHet tilini o'rgatishda xorijiy tajribalar: grammatik-tarjima uslubi;	4

3	Foreign experience of teaching languages: Conducting classes in a target language	CHet tilini o'rgatishda xorijiy tajribalar: darsni to'liq chet tilida o'tish uslubi;	2
4	Foreign experience of teaching languages: audio-linguistic method (listening and speaking)	CHet tilini o'rgatishda xorijiy tajribalar: audio-lingvistik uslub (eshitib gapirish);	2
5	Communicative method. Learning foreign language with the help communicative activities	Kommunikativ uslub. Kommunikativ mashqlar yordamida til o'rganish	2
6	Learning and analyzing local methods: Teaching grammar deductively and inductively	Mahalliy muhitda qo'llanilgan uslublar va ularning tahlili: grammatikani deduktiv va induktiv tarzda o'qitish	2
7	Learning and analyzing local methods: phonemes and phonetic methods	Mahalliy muhitda qo'llanilgan uslublar va ularning tahlili: tarjima orqali til o'qitish	2
8	Learning and analyzing local methods: teaching through translation	Mahalliy muhitda qo'llanilgan uslublar va ularning tahlili: fonemalar va fonetik usullar	2

9	Learning and analyzing local methods: Retelling and learning texts by heart	Mahalliy muhitda qo'llanilgan uslublar va ularning tahlili: qayta gapirib berish, matnlarni yodlash	2
10	Using modern technology in teaching foreign language	CHet tillarni o'qitishda zamonaviy pedtexnologiyalardan foydalanish	2
11	The role of using information technologies in teaching foreign language	CHet tillarni o'qitishda informatsion texnologiyalardan foydalanishning axamiyati	2
12	The role of native language in learning foreign language	CHet tilini o'rganishda ona tilining o'rni Til va madaniyat	2
	Jami:		28

Modul 2 TURLI YOSHDAGILARGA CHET TILINI O'QITISH
Modul mazmuni

	TURLI YOSHDAGILARGA CHET TILINI O'QITISH		
	VII-semestr		
№	**Mavzular**		**Soat**
1	Introduction (Syllabus)	modul maqsad va vazifalari	**2**
2	Psychological characteristics and language development	chet tilini o'rganuvchilarining psixo-fiziologik xususiyatlari va turli yoshdagilarga chet tilini o'rgatish jarayoni	**2**
3	The role of a teacher in teaching different age groups and their adaptation to the classroom	turli yoshdagilarga chet tilini o'rgatishda o'qituvchining roli va auditoriyaga mos ravishda moslashuvi.	**2**

			2
4	Principles of working with different age learners	turli yosh guruhlarini o'qitish tamoyillari;	**2**
5	Planning lessons for teaching language to different age learners	turli yoshdagilarga chet tilini o'rgatish uchun darslarni rejalashtirish va unda yosh xususiyatlarini e'tiborga olish;	**4**
6	Choosing methods according to the learners' age	yosh xususiyatidan kelib chiqib, muvofiq metodlarni tanlash;	**4**
7	Special features of teaching language to adults	katta yoshdagilarga chet tilini o'rgatishning o'ziga xos xususiyatlari;	**4**
8	Games, music and storytelling in teaching young learners and teenagers	kichik va o'smir yoshdagilarga chet tili o'rgatishda o'yin, qo'shiq, musiqa va hikoyalardan samarali foydalanish;	**4**
9	Assessing different age learners	turli yosh guruhlarida chet tili bo'yicha o'zlashtirilgan bilimlarni baholash;	**2**
10	Adapting and creating materials to different age groups	yosh xususiyatlariga ko'ra o'quv materiallarini moslashtirish va yangilarini yaratish	**4**
	Jami		**30**

Modul 3 TIL BO'YICHA BILIMLARNI BAHOLASH TURLARI VA MEZONLARI

№	Mavzular	Qisqacha mazmuni	Soat
1	Types of assessment (evaluation, test) Summative and formative test	baholash turlari:yakuniy (summative); shakllantiruvchi (formative);test	2
2	Testing: validity, reliability and practicality	testning validligi (validity)– test shakli va mazmunining uni tuzuvchilar fikri bo'yicha test baholashi yoki aniqlashi zarur bo'lgan narsaga muvofiq kelishi, ishonchliligi (reliability), amaliyligi (practicality)	2
3	Criterion referencing; norm of referencing	mezonlar mutanosibligi (Criterion referencing); me'yor mutanosibligi (norm referencing)	2
4	Classification: test types (proficiency, achievement, progress tests)	tasniflash; test turlari: mahorat (proficiency), nazorat (achievement), rivojlanish (progress),	2
5	CEFR (Common European Framework of Reference)	Yevropa Kengashining "Chet tilini egallash umumevropa kompetentsiyalari: o'rganish,	2

		o'qitish va baholash" to'g'risidagi umume'tirof etilgan xalqaro me'yorlari (Common European Framework of Reference)	
6	Test methods	test metodlari (berilgan variantlar ichidan to'g'risini tanlash, savol va javoblarni bir-biriga moslash; test tuzishning ilk bosqichlari (yo'riqlar, javob variantlarini tuzish va hokazo)	2
7	Basics of test design (instruction, distracters, etc.) of multiple choice questions	Til aspektlarini baholash usullari va mezonlari: • til ko'nikmalarini integrallashtirish; •	2
8	How to test/assess Writing, Reading	yozma nutq;o'qish;	2
9	How to test/assess Listening, Speaking	tinglab tushunish;gapirish	2
10	How to test/assess vocabulary and grammar	so'z boyligi;grammatika	2
11	Counter types of assessment (portfolio assessing, self-assessing, reflective notes, etc)	Baholashning muqobil turlari (portfolioni baholash, o'zini-o'zi baholash, loyiha ishlari, kundaliklar, reflektiv qaydlar va hokazolar)	2
12	Assessment designing	Baholashni rejalashtirish;	2
13	Critical analysis (the effect of assessment on education)	Tanqidiy tahlil (baholashning ta'lim jarayoniga ta'siri).	2
14	Trendency of test formation (scientific, logical, diminutiveness, accuracy, etc)	Test topshiriqlarini tuzish tamoyillari:ilmiylik;izchillik;ixchamlilik va aniqlik;formal emasliligi;	2
15	Test formation (cohision and coherence, relatedness between theory and practice, etc)	mantiqiy ketma-ketlik; tizimlilik: umumiylik va xususiylik; oddiylik yoki murakkablik; ko'rgazmalilik; nazariya bilan amaliyotning bog'liqligi; tafakkurni rivojlantirish; ijodiylik; mustaqillik va onglilik; til o'rganuvchilarning individual xususiyatlarini hisobga olish;tarbiyaviylik;	2
	Jami		**30**

Modul 4 AUDITORIYANI O'RGANISH

№	Mavzular		Soat
	VII-semestr		
№	**Mavzular**		Soat
1	Introduction with a syllabus. Stages of classroom investigation	Kirish	4
2	Stages of classroom investigation	sinf tadqiqoti bosqichlari (o'qituvchi muammosini aniqlash va tadqiqot qilinadigan savolni tuzish, tadqiqotni rejalashtirish (to'g'ri ma'lumotni yig'ish uslubi), ma'lumotlarni yig'ish, uni tahlil qilish va rejalashtirish);	4
3	The role of observation in developing professional skills	Kuzatishning kasbiy rivojlanishdagi ahamiyati	4
4	Designing data collecting tools and understanding their advantages and disadvantages	ma'lumotlarni yig'ish uchun kerak bo'ladigan materiallarni yaratish/tuzish, uning salbiy va yaxshi taraflarini farqlash;	4
5	Designing data collecting tools and understanding their advantages and disadvantages	ma'lumotlarni yig'ish uchun kerak bo'ladigan materiallarni yaratish/tuzish, uning salbiy va yaxshi taraflarini farqlash	4
6	Observation techniques:recording and analysing classroom	dars kuzatuvi (darsni video tasmaga tushirish yoki hamkasbi tomonidan kuzatilishi)	4
7	Observation techniques:recording	dars kuzatuvi (darsni video tasmaga tushirish yoki hamkasbi tomonidan kuzatilishi)	4
8	Investigating classroom for scientific research purposes	suhbat o'tkazish (strukturali, yarim strukturali, strukturali bo'lmagan);	4
9	The analysis of qualitative data (evaluation of the data (e.g. completed questionnaires, observation notes, interviews, etc.)	o'qituvchi va talabalarga beriladigan savolnomalar;	4
10	The analysis of qualitative data (evaluation of the data (e.g. completed questionnaires, observation notes, interviews, etc.)	o'qituvchi va talabalarga beriladigan savolnomalar	4
11	Reflecting on the results of the analysis of qualitative data	ma'lumot manbalarini to'plash ehtiyoji;	4
	JAMI		**44**

Modul 5 MAXSUS YO'NALISH (SOHA)LARDA CHET TILINI O'QITISH

№	Mavzular		Soat
	MAXSUS YO'NALISH (SOHA)LARDA CHET TILINI O'QITISH		
	VIII – semestr		
№	*Mavzular*		*Soat*
1	Types of ESP.English for Occupational purposes	maxsus yo'nalishlarda chet tili (kasbiy yo'nalishda chet tili, o'qishga yo'naltirilgan chet tili	2
2	Learning and analysing needs: target situation needs; learning needs	ehtiyojlarni o'rganish va tahlil qilish (vaziyat taqozosiga ko'ra ehtiyoj, o'rganish ehtiyojlari);	4
3	Setting goals for teaching language to special fields and professions	ma'lum bir soha yoki kasbiy yo'nalishda chet tilini o'qitish uchun maqsadlarni belgilash;	2
4	Teaching approaches in forming instructions	dastur tuzishda o'qitish yondashuvlarini belgilash (mavzu asosida, ko'nikma asosida)	4
5	Setting objectives and content of ESP courses in vocational education system (college and lyceums) of Uzbekistan	O'zbekiston respublikasi ta'lim tizimi bosqichlarida (kollej va litseylarda) chet tili o'qitishning maqsad va mazmunini belgilash;	4
6	The role of self-studying	mustaqil o'qish ko'nikmalarining o'rni: o'qishga yo'naltirilgan chet tili, o'qish va tadqiq etish ko'nikmalari	4
7	The role of self-studying	mustaqil o'qish ko'nikmalarining o'rni: o'qishga yo'naltirilgan chet tili, o'qish va tadqiq etish ko'nikmalari	4
8	Reading and research skills	o'quv materiallarini baholay olish	4
9	Developing the skills of assessing materials	o'quv materiallarini moslashtira olish	4
10	Learning how to adapt materials	o'quv materiallarini moslashtira olish	4
11	Design material	O'quv materiallarini dizayn qilish	4
12	Creating materials for ESP courses	o'quv materiallarini yarata olish	4
	Jami		*44*

"CHET TIL O'QITISHNING INTEGRALLASHGAN KURSI" fanidan mustaqil ta'lim mavzulari (VII)

	Chet tili o'qitishning uslub va tamayillari		Soat
1	*Find the best teaching method for kids*	*Check task*	*10*
2	*Prepare lesson plan*	*Check students plan*	*6*
3	*Find information about linguistics*	*Check information*	*6*
	Jami		22
	TURLI YOSHDAGILARGA CHET TILINI		*Soat*

		O'QITISH	
1	*Write article review "Andragogy vs pedagogy"*	*1)O'qituvchi tomonidan konspektlarni tekshirish* *2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish*	*10*
2	*Write your topic proposal about your problem and approach for teaching different age groups*	*1)O'qituvchi tomonidan konspektlarni tekshirish* *2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish*	*4*
3	*Outline of teaching different age groups*	*1)O'qituvchi tomonidan konspektlarni tekshirish* *2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish*	*5*
4	*Presentation about teaching young learners*	*1)O'qituvchi tomonidan konspektlarni tekshirish* *2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish*	*5*
	Jami		*24*
TIL BO'YICHA BILIMLARNI BAHOLASH TURLARI VA MEZONLARI			*Soat*
1	*Presenting testing criterias*	*1)O'qituvchi tomonidan konspektlarni tekshirish* *2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish*	*4*
2	*Producing different types of tests: Achievement tests, proficiency tests and etc.*	*1)O'qituvchi tomonidan konspektlarni tekshirish* *2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish*	*10*
3	*Creating Rubrics*	*1)O'qituvchi tomonidan konspektlarni tekshirish* *2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish*	*10*
	Jami		*24*

(VIII)

AUDITORIYANI O'RGANISH		Soat
Stages of Classsroom investigation	1)O'qituvchi tomonidan konspektlarni tekshirish 2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish	6
Data collecting tools, advantages and disadvantages of them.	1)O'qituvchi tomonidan konspektlarni tekshirish 2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish	10
Qualitative and quantitave data analysis	1)O'qituvchi tomonidan konspektlarni tekshirish 2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish	10
		36

MAXSUS YO'NALISH (SOHA)LARDA CHET TILINI O'QITISH		Soat
Types of ESP.English for Occupational purposes	1)O'qituvchi tomonidan konspektlarni tekshirish 2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish	4
Needs analysis: target situation needs;learning needs	1)O'qituvchi tomonidan konspektlarni tekshirish 2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish	10
Skill-based approaches to course design	1)O'qituvchi tomonidan konspektlarni tekshirish 2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish	10
Material adaptation	1)O'qituvchi tomonidan konspektlarni tekshirish 2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish	5
Analysis of sample teaching and learning materials (syllabi, coursebook etc.)	1)O'qituvchi tomonidan konspektlarni tekshirish 2) Bajarilgan topshiriqlar va testlar yuzasidan savol-javoblar o'tkazish	5
		34

Nazorat savolnomalari

Observation-based report

You are expected to observe a class and write a report. Please, remember that you should observe two lessons with learners of different ages (can be primary and secondary; secondary and college students; pre-school and primary; etc), so as to compare and contrast your findings. During the observation:

☐ Describe the class

☐ Note down all the T's instructions.

☐ Note down all the students' activities

After you have finished with the task answer the following additional questions:

☐ What is your overall impression?

☐ What similarities and differences have you noticed in terms of methods and management?

☐ If you were given an opportunity in which class you would prefer to teach? Why?

Your report will be evaluated based on the following criteria:

☐ Task response (having all the questions answered, punctuality)

☐ Adequate support with specific examples

☐ Signs of critical thinking and self-reflection

Case Study on Materials Adaptation

You will be given several case studies on adapting activities to different age students.Your task is to give reasonable solutions based on your knowledge of the main principles of teaching different age groups and materials adaptation. Situations on the problem of student ages:

Situation 1

"I am currently teaching a group of 13-14 year olds an upper-intermediate level course. Ware using a course book designed for older teenagers and adults so adaptation is an importantpart of lesson planning. The main thing to bear in mind when adapting tasks is to think about how you can make the task more real for the student. Last week we were writing formal letters, something which none of the students had ever done in their lifetime and therefore theneeded a lot of support. After looking at several models of formal letters we turned to the task in the book which was a letter to complain about the service received from a tour operator on recent holiday. This was obviously something they would be very unlikely to do even in their own language. How can I adapt this task.

Situation 2

"Imagine that you are teaching prepositions to adults but you have a picture bedroom with toys strewn all over the place and a few children playing. It is presented in an infantile style - not what adults would normally warm to for classroom material! How can I present this material?"Situation 3"I had a group of 10 year old students who needed to practice present simple for likes, dislikes and everyday activities in a 'free stage' environment (with minimal teacher interference). I found some adult material that required them to share information from role play cards, then use a kind of scale of preference to find their ideal romantic partner. It was going to be time PRESETT Curriculum Reform project

Assessment Specifications: Teaching Different Age

Groups consuming and complicated to explain, and the group was multilingual, so there was no chance of going into the mother language. What should I do?"

Your suggested solution should meet the following requirements:

☐ should be well organised and realistic

☐ should demonstrate adequate knowledge of the main characteristics of different age groups

☐ should be supported by appropriate examples or illustrations

Lesson Plan

You will be required to develop a 45 minute-lesson plan according to characteristics and lesson implications below. Note that you are free to choose 1 out of 3 age groups.

☐ The first is the very young ones i.e. aged from 7 years (and less). These children have a very limited vocabulary and have not even mastered the grammar of their mother tongue. They have shorter attention span, are very curious, have lots of imagination, are easily distracted, full of energy and want to do things themselves.With this in mind, the techniques applied are lessons with short stories, rhymes, songs as well as lots of repetition.

☐ The second group is the 8 to 12 years old. Some of the characteristics of this group are: fast growing children, interested in varied activities, and love to discover things. They are interested in facts - like history and geography, and are very creative. They also like to read, write, pretend, imitate and want adult approval and are in the "age of activity".Hence since they respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, making things, drawings thi ngs, in games, in physical movement and songs.

☐ The last group is described as the early teen i.e. 13 plus. They are in the "age of change", a transition from childhood to adulthood. These children have a keen mind, a need to be challenged to learn, are often unmotivated, self conscious, and searching for individual identity. Though they may be unwilling to take risks or experiment with language, they have a great capacity to learn and a great potential for creativity.

Hence the teacher's work is to "provoke student engagement with relevant materials" without hurting their self-esteem.Based on the descriptions above work out imaginary student profiles (information about students: number, gender, level, etc.) Your lesson plans will be evaluated based on the following criteria:

Lesson plan

☐ demonstrates the understanding of basic concepts of language development in young learners

☐ identifies appropriate aims for lesson

☐ appropriately staged and varied

☐ uses materials / tasks and activities appropriate to the age / level of the learners

Asosiy va qo'shimcha o'quv adabiyotlar hamda axborot manbalari

Asosiy adabiyotlar

Ingliz tili

1. Woodward, T. (2001). Planning Lessons and Courses. Cambridge, CUP

2. Lightbrown , P.M, Spada N (2006) How language are learned, Oxford, UK: Oxford University Press.

3. Tomlinson, B. (Ed.) (2010). Materials Development in Language Teaching. Cambridge: Cambridge University Press.

4. Nunan, D. (2009). Task-based Language Teaching. Cambridge: Cambridge University Press. McDonough, J., & Shaw, C. (2003). Materials and Methods in ELT (2ndedition). Oxford: Blackwell.

5. McGrath, I. (2002). Materials Evaluation and Design for Language Teaching.Edinburgh University Press.

6. Spratt, M (1994) English for the Teacher, Cambridge University Press, ISBN 0 521 42676 6 Spratt. M, Pulverness, A, Williams, M. (2005) The TKT Course, Cambridge University Press, ISBN 978 0 521 60992 0

7. Wainryb, R. (1992) Classroom Observation Tasks, Cambridge University Press, ISBN 0 521 40722 2

8. James, P. (2001). Teachers in Action. Cambridge and New York: Cambridge University Press.

9. Hughes, A. (2003) Testing for Language Teaching. Cambridge: Cambridge University Press.

10. Harding, K. (2007) English for Specific Purposes (Resource books for teachers).Oxford:Oxford University Press,.

11. Jordan, R. R. (2005) English for Academic Purposes: A Guide and Resource Book for

Teachers.Cambridge:Cambridge University Press.

12. Ur, P.A (2010)Course in Language Teaching: Practice and Theory.Cambridge: CUPUK.

13. C.Irgasheva, YA. Abduraimova, B. Bryuverton (2016). Being a Teacher. Tashkent.

14. K.Alimova, N.Muxammedova, B.Bryuverton (2016). Becoming a Teacher. Tashkent.

Qoʻshimcha adabiyotlar

1. Mirziyoev SH.M. Erkin va farovon demokratik Oʻzbekiston davlatini birgalikda barpo etamiz. Toshkent, "Oʻzbekiston" NMIU, 2017. – 29 b.

2. Mirziyoev SH.M. Qonun ustuvorligi va inson manfaatlarini ta'minlash yurt taraqqiyoti va xalq farovonligining garovi. "Oʻzbekiston" NMIU, 2017. – 47 b.

3. Mirziyoev SH.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. "Oʻzbekiston" NMIU, 2017. – 485 b.

4. Oʻzbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi "Oʻzbekiston Respublikasini yanada rivojlantirish boʻyicha harakatlar strategiyasi toʻgʻrisida" gi PF-4947-sonli Farmoni. Oʻzbekiston Respublikasi qonun hujjatlari toʻplami, 2017 y., 6-son, 70-modda

5. Mirziyoev SH.M. Tanqidiy tahlil, qat'iy tartib-intizom va shaxsiy javobgarlik – har bir rahbar faoliyatining kundalik qoidasi boʻlishi kerak. Oʻzbekiston Respublikasi Vazirlar Mahkamasining 2016 yil yakunlari va 2017 yil istiqbollariga bagʻishlangan majlisidagi Oʻzbekiston Respublikasi Prezidentining nutqi. // Xalq soʻzi gazetasi. 2017 yil 16 yanvar, №11.

Ingliz tili

1. Wallace, M.J. (1998). Action Research for Language Teachers. Cambridge and New York: CUP

2. Thornbury, S. (2002) How to teach vocabulary. Longman Pearson.

3. Khoshimov, U, I. Yokubov, (2003) "Ingliz tili ukitish metodikasi" Tashkent: Sharq

4. Bolitho, R. & B. Tomlinson (2005) Discover English. Oxford: Macmillan

5. Paul, J.Black (1998) Testing: Friend or Foe?The Theory and Practice of Assessment and Testin.RoutledgeFalmer: London and NY Tylor and Francis Group.

6. Brinton, D & P. Master (1998) New Ways in English for Specific Purposes Alexandria, VA: TESOL

7. Dudley-Evans, T. & M-J. St John (1998) Developments in English for Specific Purposes.Cambridge: Cambridge University Press.

Internet saytlari

Ingliz tili

1. http://www.pbs.org/newshour/extra/teachers/lessonplans/media/podcasting.

2. http://esl.about.eom/od/engIishlistening/a/intro_podcasts.htm

3. www.teachingenglish.org.uk

4. www.onestopenglish.com

5. www.tesol.org

6. www.tefl.com

7. www.teachertrainingvideos.com

8. www.learnenglish.org.uk

9. www.macmillanenglish.com/readers

BAXOLASH MEZONI
VII SEMESTR

		Chet tillarni o'qitishning uslub va tamoyillari		
1	JN 40 b	Participation 10 b. Analytical Report on Analyzed Test 30 b.		
2	ON 30 b	Developing assessment criteria 30 b.		
3	YAN 30 b	Project work 30 b.		

TIL BO'YICHA BILIMLARNI BAHOLASH TURLARI VA MEZONLARI			**TURLI YOSHDAGILARGA CHET TILINI O'QITISH**		
1	JN 40 b	Participation 10 b.	**1**	JN 40 b	Participation 10 b.

		Analytical Report on Analyzed Test 30 b.			Observation - based report 30 b.
2	ON 30 b	Developing assessment criteria 30 b.	2	ON 30 b	Case study on materials adaptation 30 b.
3	YAN 30 b	Project work 30 b.	3	YAN 30 b	Lesson plan 30 b.

VIII SEMESTR					
AUDITORIYANI O'RGANISH			**MAXSUS YO'NALISH (SOHA)LARDA CHET TILINI O'QITISH**		
			VIII SEMESTR		
1	JN 40 b	Participation 10 b. Classroom investigation materials 30 b.	1	JN 40 b	Participation 10 b. ESP teaching materials 30 b.
2	ON 30 b	Report 30 b.	2	ON 30 b	Evaluating and adapting ESP 30 b.
3	YAN 30 b	Final written work 30 b.	3	YAN 30 b	Final written work 30 b.

IV. 3. TESTLAR

What is a grammatical combinability?
co-occurrence between the parts of speech;
combinability of sounds;
combinability of languages;
combinability of dialects.
What sentences are called compound-complex type?
sentences that have at least two primary (independent) and one subordinate.
sentences that have one subject-predicate relation.
sentences that have two clauses of equal rank.
sentences that have at least one primary and one subordinate.
The grammatical tenses are those which are formed by:
grammatical means;
lexical means;
lexical-grammatical means.
phonetic means;
What kind of sentence is the following: Early spring.
one member;
two member;
extended;
unextended.
Why do the grammarians think that «'s» is still a case inflection
because it is used to connect two nouns
because it can't be added to all the nouns
because it is not pronounced when it is added to nouns in the plural form
because it has no meaning
How many degrees of comparison in adjectives?
3
4
2
1
By the meaning of words you understand:
the general lexical-grammatical meaning
the connotational meaning
the stylistical function
the structural meaning
The functional parts of speech can have:
structural meaning
full lexical meaning of their own
stylistical meaning
no meaning
Which of the following groups of words are used to connect words in sentences:
conjunctios;
adverbs;
interjections;
notional verbs;
Which of the following parts of speech does not name things:
pronouns;
statives;
qualitative adverbs;
relative adjectives;

Which of the following pronouns refer to two different subtypes?
her;
Our
your;
me;
The usual function of the finite form of the verbs is:
predicate;
subject:
predicative.
object;
Which of the following adjectives is qualitative:
dinamic;
wooden;
civil;
metal;
How do you plagiarize?
Copy/Paste information from Web and say it's yours
Steal other people's computer and say it's yours
Steal other people's flash-drive and say it's yours
Steal other people's photo and say it's yours
Which of the listed features belong only to tablets?
Shooting photos, videos, reading books, social networking
Editing images and videos, High-end gaming
Working with documents, spreadsheets, presentations
Organizing files, burning CDs
What is a Blog?
An online diary with latest messages shown first
Website
Social network
It is a way to make quick money
What best describes a Virtual Classroom?
An online learning environment acceded through the internet (i.e. webinars)
An online learning course
A training course done using YouTube tutorials
Learners using technology in a classroom lead by a tutor
Which of the following could be considered to be an advantage of using e-learning?
Flexibility
Easy to implement
Easy to use
Quick
What are the most popular web browsers?
Google Chrome, Mozilla Firefox, Opera, Yandex Browser,
Microsoft Edge, Safari
Internet Explorer, Netscape Navigator
Dolphin Browser, Neoplanet
Complete the phrases from the text using prepositions.   fall _____a trap
Into
At
On
From

Complete the phrases from the text using prepositions.	close _____ the
truth	
To	
Off	
Of	
From	

Complete the phrases from the text using prepositions.	choose _____
two products	
Between	
Of	
On	
In	

Complete the phrases from the text using prepositions.	exposed _____ something
To	
Of	
On	
In	

Complete the phrases from the text using prepositions.	regardless _____
something	
Of	
At	
On	
To	

Complete the phrases from the text using prepositions.	based _____something
On	
From	
With	
At	

Report this sentence correctly.

'I can swim really fast.'

He said that he could swim really fast.
He told that he could swim really fast.
He said me that he could swim really fast.
he has told me about swimming

Report this sentence correctly.

'There was an accident outside the supermarket'.

He said there had been an accident outside the supermarket.
He said there has been an accident outside the supermarket.
He said there were an accident outside the supermarket.
there were an accident outside the supermarket.

Report this sentence correctly.

Tom said 'I'm going to London tomorrow.'

Five days later you say…

Tom said he was going to London the following day.
Tom said he is going to London the following day.
Tom said he was going to London tomorrow.
there were an accident outside the supermarket.
Which sentence is NOT correct?
James said he will help me.
Lisa said she didn't have a map.
Karen said she was going to be late.

she was going to be late.
Choose the sentence with the meaning below.
James is always lazy. He failed a test last week.
If you weren't so lazy, you would have passed that test.
If you weren't so lazy, you would pass that test
If you hadn't been so lazy, you would pass that test
If you hasn't been so lazy, you would pass that test
Complete the sentence.
If he ___ you an invoice, you should pay him.
's sent
would send
had sent
Sent
Which sentence is correct?
If you'd remembered to bring a map, we wouldn't be lost now.
If you'd remembered to bring a map, we wouldn't have been lost now
If you remembered to bring a map, we wouldn't be lost now.
If you remembered to broght to a map, we wouldn't be lost now.
Choose the sentence with the meaning below.
Paul drove too fast. Now he's in trouble with the police.
If Paul hadn't driven too fast, he wouldn't be in trouble with the police
If Paul didn't drive too fast, he wouldn't be in trouble with the police.
If Paul hadn't drive too fast, he wouldn't have been in trouble with the police.
If he wouldn't have been in trouble with the police
Which sentence is NOT correct?
My grandmother would have long, fair hair.
We would go swimming every Friday.
We would go to the zoo every summer.
We would go to the zoo every summer.
Which sentence is correct?
I didn't use to like cabbage
I don't used to like cabbage.
I never use to like cabbage.
I ever use to like cabbage.
Which words go in the space?
My granddad _____ us stories about his life as a policeman.
used to tell
use to tell
was used to tell
Use
Which word completes the sentence?
I wish I ____ come to the zoo with you next weekend, but I'm going to be busy.
Could
Had
Can
Will
Choose the best answer "incapable of or resistant to bending"
Rigid
Mature
Negative
Intermediate

IV. 4. TARQATMA MATERIALLAR

INTRODUCTION

TEACHING AND INTEGRATING LANGUAGE SKILLS

This course presents both practical and theoretical aspects of teaching languages. It focuses on teaching language skills and language systems. It also covers related issues such as classroom interaction, lesson planning, classroom discipline, observation and feedback, and classroom research.

The aim of the course is to bring students to the point at which they can begin to function competently and thoughtfully, as a basis for further development and improvement in the course of their own professional practice. Also they will be encouraged to develop habits of learning that will carry through into later practice and continue for their entire professional lives.

The course consists of the following modules:
Year 2

- Language Learning
- Teaching Language Systems
- Teaching Language Skills

Year 3

- Language Teaching Approaches
- Lesson Organization
- Observation and Feedback

Year 4

- Teaching Different Age Groups
- English for Specific Purposes
- Language Testing and Assessment
- Classroom Research

Aim of the course is to prepare competent and skilled teachers of English who are:

- ➢ able to apply the theory of Second Language Learning into practice;
- ➢ able to teach language and language skills for communication;
- ➢ able to use different interaction patterns in the classroom;
- ➢ aware of the core principles of language teaching approaches;
- ➢ aware of the main principles of course and materials design;
- ➢ able to use observation, reflection and professional readings for the purposes of continuous professional development;
- ➢ able to design, evaluate, and revise different language tests;
- ➢ able to plan, implement and reflect on classroom research and act on its results.

Approaches to Teaching and Learning

- ➢ Task-based practical work
- ➢ Discussion of key issues
- ➢ Reading assigned readings
- ➢ Keeping a second language learning autobiography or a diary
- ➢ Mini-lectures in key areas
- ➢ Debate
- ➢ Article discussion
- ➢ Self-study
- ➢ Structured reflection as a learner and future teacher
- ➢ Case study
- ➢ Peer teaching
- ➢ Feedback sessions
- ➢ Project-based work
- ➢ Classroom research
- ➢ Mini Presentations
- ➢ Reflective writing
- ➢ Portfolio
- ➢ Demo Lesson

Module 1: TEACHING DIFFERENT AGE GROUPS

Introduction

Compulsory for English majors 44 hours for practical classes over Year 4, semesters 7 and 8

Aim

By the end of the course students will have explored approaches, methods, and problems related to teaching language learners across different age groups and drawn out practical implications for language teaching.

Objectives

Students will

- be able to identify the key characteristics of different age groups
- examine the commonalities and differences in terms of methods, materials, management, and testing in teaching different age groups
- learn how to plan lessons and how to deliver them to a range of target groups
- adapt and develop materials with respect to different age groups

Indicative content

- Psychological characteristics and language development in learners of different ages
- Changing Teacher's Roles with Different Age Groups
- Principles of Working with Different Age Groups
- Planning for Different Age Groups
- Classroom Management in Different Age Groups
- Adults as learners
- Games, Music and Storytelling in Teaching Young Learners
- Assessing Different Age Groups
- Adapting and Developing Materials for Different Age Groups

Approaches to teaching and learning

- Task-based practical work
- Reading
- Discussion
- Self study
- Internet searches and other means of investigating topics
- Materials adaptation
    1. Observation

Learning outcomes

By the end of the course students should have

- developed an ability to planand deliver lessons addressing the main characteristics of different age groups
- developed an ability to adapt materials for different age groups

Assessment profile Semester 7-8

Continuous Assessment	40%
• Participation	10%
• Observation-based report	30%
Mid-course Assessment	
• Case study on materials adaptation	**30%**
Final Assessment	
• Lesson plan	**30%**

Indicative bibliography

Vale, D and Feunteun, A (1995) *Teaching Children English: A Training Course for Teachers of English to Children,* Cambridge: Cambridge University Press

McKay, P and Guse, J (2007) *Five-Minute Activities for Young Learners,* Cambridge: Cambridge University Press

Lewis, G and Mol, H (2009) *Grammar for Young Learners (Resource Books for Teachers)* Oxford: Oxford University Press

Ioannou-Georgiou, S and Pavlou P (2003) *Assessing Young Learners (Resource Books for Teachers),* Oxford: Oxford University Press

McKay, H and Tom, A (1998) *Teaching Adult Second Language Learners,* Cambridge: Cambridge University Press

Ur, P (1996) *A Course in Language Teaching: Practice of Theory,* Cambridge: Cambridge University Press

Module 2 English for Specific Purposes

I. Course Description

English for Specific Purposes (ESP) is a course for fourth-year students, and its aim is to help them acquire the concepts, skills, and experience that will enable them to

1) identify their needs, competencies, and desires of any group of English language learners in any language learning situation.

2) develop engaging courses which accommodate the learners' competencies and modes of learning and satisfy their needs and desires.

II. Text: Hutchinson, T. & Waters, A. (2002). English for Specific Purposes.Cambridge University Press: Cambridge

III. Course Requirements

By the end of the term, each student will submit a portfolio which consists of the following materials. The final date for submitting portfolios is Monday, February 1st

1) A report, which provides the following information:

a) A detailed profile of the learners in the group and an explanation of how the data on them was obtained;

b) A detailed description of the learning environment;

c) An analysis of the learner's needs, competencies, modes of learning, and desires and an explanation of how the data was obtained;

d) An analysis of the course, which defines its structure, its key components, andthe theoretical bases and logistical necessities underlying its design.

2) A detailed syllabus for the course.

3) Sample course materials (e.g., lesson plans and/or assignments) and a rationale which explains how each of these materials a) allows the instructor to relate theory to practice, b) provides unity and continuity, and c) enables the learners to satisfy their needs and desires.

4) An evaluation of the course design and materials, which identifies and discusses their strength and weaknesses.

5) A reflection on the process of creating and piloting a new course.

IV. The Criteria for Evaluation

Each portfolio will be evaluated on the following basis: a) the completeness of the portfolio; b) the appropriateness of the course design, c) the suitability of the course materials; d) the clarity, breadth, depth, and logic of the rationale. Language use-that is, mechanics and expression-will also be important factors in evaluating the quality of the report and materials in the portfolio.

V. Policies

In the focus of a student's qualification paper is such that many or every part of the ESP portfolio would naturally be included in her or his qualification paper , then it will be perfectly acceptable for the student to include work she or he has done for ESP in her or his qualification paper.

VI. Readings

The following readings are in Hutchinson and Waters' English for Specific Purposes. Other readings may also be assigned.

Section 1 "What is ESP" : "The Origins of ESP", :The Development of ESP", and ESP: Approach Not Product", pp. 1-19.

Section 2 "Course Design": " Needs Analysis" and "Theories of Learning", pp.21-52.

Section 2 "Course Design": "Needs Analysis" and "Approaches to Course Design", pp.53-77

Section 3 "Application" : "The Syllabus" and " Materials Evaluation", pp.79-105.

Section 3 "Application": "Materials Design", pp.106-127.

Section 3 "Application": "Methodology" and "Evaluation", pp.128-156

Section 4 "The Role of the ESP Teacher": "Orientation", pp.157-169

Module 2: ENGLISH FOR SPECIFIC PURPOSES (ESP)

Introduction

Compulsory, 44 hours in Year 4, Semester 7and 8.

Aim

By the end of the course students will be familiar with the basic methods and approaches relevant to ESP.

Objectives

By the end of the course students will:

- be able to conduct a simple needs analysis
- be able to design a course for ESP learners in a given context
- be able to choose appropriate teaching methods and approaches for ESP learners
- be able to select and adapt materials for ESP learners.

Indicative content

- Types of ESP: English for Occupational Purposes; English for Academic Purposes (pre-experience; concurrent)
- Needs analysis: target situation needs; learning needs
- Restricting objectives for an ESP course
- Approaches to course design (topic-based, skills-based)
- Objectives and content of ESP courses in vocational schools in Uzbekistan
- The place of study skills: note-taking; note-making; reading and research skills in an EAP context
- Materialsevaluation
- Materialsadaptation
- Materialsdesign
- The role of an ESP teacher in a vocational school setting.
- Assessmentin ESP
- Genreanalysis
- Teaching ESP languageskills
- Strategies and techniques for teaching ESP language aspects

Approaches to teaching and learning

- Task-based sessions
- Mini-lectures
- Discussions
- Self study
- Case studies

- Guided reading
- Analysis of sample teaching and learning materials (syllabi, coursebooks, etc.)

Learning outcomes

By the end of the course students should have

- developed a basic understanding of ESP approaches in a limited range of contexts
- developed the ability to conduct a simple needs analysis
- developed an ability to evaluate, select, and design materials relevant to ESP learners.

Assessment Profile

Participation	10%
Evaluating and adapting ESP teaching materials	90%

Indicative bibliography

Brinton, D & P. Master (1998) *New Ways in English for Specific Purposes* Alexandria, VA: TESOL

Dudley-Evans, T. & M-J.St John (1998) *Developments in English for Specific Purposes.* Cambridge: Cambridge University Press.

Harding, K. (2007) *English for Specific Purposes (Resource books for teachers).*Oxford:Oxford University Press,.

Jordan, R. R. (2005) *English for Academic Purposes: A Guide and Resource Book for Teachers.*Cambridge:Cambridge University Press.

Module 3 English Language Testing and Evaluation

Course Content:

Welcome to the course on English language testing and evaluation During this course we will examine the types of tests used in language assessment, and some of the basic techniques in preparing tests to measure various language skills and knowledge. You will become familiar with the common types of test items and alternative assessment tools; and the corresponding evaluation and analysis techniques. You'll learn how to use Excel for basic statistical calculations. As part of the course work, you'll be expected to prepare, administer and evaluate a paper- and computer-based language quiz. You'll also explore alternative assessment by building your own Language portfolio and reflect on how you might use such a tool in your teaching.

Course Objectives:

By the end of the course, you will be able to:

• describe the range of purposes and uses of language assessment;

• understand the basic testing terminology required to read and understand key literature on language assessment;

• apply principles of language assessment to critically evaluate language tests and assessment practices;

• design, administer and evaluate language skills tests in both paper- and computer based modes;

• apply alternative forms of language assessment including performance based tools such as language portfolios.

Required textbooks:
1. Hughes, A. (2000). Testing for language teachers. Cambridge, UK: Cambridge University Press.

Optional Texts:
1. Bachman, L. F., & Palmer, A. S. (1996). Language Testing in Practice:Designing and
2. Developing Useful Language Tests (Oxford Applied Linguistics). New York: Oxford University Press, USA.
3. Brown, H. D. (2010). Language Assessment:Principles and Classroom Practices(2nd Edition). London: Pearson Esl.
4. Mcnamara, T., &Widdowson, H. G. (2000).Language Testing (Oxford Introduction to Language Series). New York: Oxford University Press, USA.

Module 3: LANGUAGE TESTING AND ASSESSMENT

Introduction

Compulsory, Year 4, 44 hours, Semester 7 and 8.

Aims

- to acquaint students with the theory and practice of assessment and testing
- to develop students' ability to differentiate between the purpose and focus of assessment

Objectives

By the end of the course students will:

- be aware of basic principles of language assessment
- be aware of different types of language tests
- be able to analyse the appropriateness of alternative ways of assessment to certain teaching contexts
- be aware of different types of continuous assessment
- be able to design assessment tools and plan assessment procedures

Indicative content

- Assessment:
    - summative; formative;
- Testing:
    - validity, reliability, practicality
    - Criterion referencing; norm referencing
    - Specification
    - Test types (proficiency, achievement, progress, etc.)
- CEFR (Common European Framework of Reference)
- Test methods (mcq., multiple matching, etc.); Basics of test design (instruction, distracters, etc.)
- How to test/ assess
    - Writing
    - Reading
    - Listening
    - Speaking
    - Integrated skills
    - Vocabulary
    - Grammar

- Alternative ways of assessment (portfolio assessment, self-assessment, project work, logs, reflection tools, etc.)
- Planning assessment
- Washback (influence of assessment on teaching)

Approaches to teaching and learning

- Mini-lectures
- Workshop sessions
- Self study
- Case studies
- Analysis of assessment tools

Learning outcomes

Students should have developed:

- an ability to critically evaluate assessment tools
- an ability to design and use limited range of assessment tools

<u>**Semester 7**</u>

Continuous Assessment	40%
• Participation • Analytical Report on Analysed Test	10% 30%
Mid course assessment • Developing assessment criteria	 **30%**
Final assessment • Project work	 **30%**

Indicative bibliography

1. Council of Europe. (2001) *Common European Framework of Reference for languages: Learning, teaching, assessment. Cambridge University Press*

2. *Hughes, A. (2003) *Testing for Language Teaching.* Cambridge: Cambridge University Press.

3. Paul, J.Black (1998) *Testing: Friend or Foe? The Theory and Practice of Assessment and Testin.*RoutledgeFalmer: London and NY Tylor and Francis Group.

Module 4: CLASSROOM INVESTIGATION 2

Introduction

Compulsory, Year 4, 16 hours, Semester 7 (or 8, depending on the period of teaching practice)

Aim

By the end of the course students should be able to investigate their classrooms as a means of continuous professional development.

Objectives

By the end of the course students will:

- be able to use tools for data collecting (e.g. observations, questionnaires, interviews) during their teaching practice
- be able to analyse the collected data and present the results of the analysis
- be able to use classroom investigation as a means of reflecting on their practice

Indicative content

Classroom Investigation is a systematic kind of research which involves collecting evidence on which to base structured and meaningful reflection.

- Formulating a research question
- Methods of analysing, interpreting and presenting the data
- the analysis of quantitative data (the need for triangulation, analysing differences/relationships among variables (e.g. students' test results)
- the analysis of qualitative data (evaluation of the data (e.g. completed questionnaires, observation notes, interviews, etc.)
- Reflecting on the results of the analysis
- Action planning.
  .
  Approaches to teaching and learning
- Task-based sessions
- Discussions
- Self study
- Case study (based on good practice in classroom observation)
- Guided reading

Learning outcomes

Students should have developed:

- an ability to plan, carry out and report on classroom investigation for developmental purposes during their teaching practice
- an ability to carry out both quantitative and qualitative analysis of the collected data
- an ability to plan further actions on the basis of the findings

Assessment profile

• Participation	10%
• Classroom investigation report	90%

Indicative bibliography

*James, P. (2001). *Teachers in Action*. Cambridge and New York: Cambridge University Press.

*Nunan, D. (1992). *Research Methods in Language Learning.* Cambridge and New York: CUP.

Wajnryb, R. (1992). *Classroom Observation Tasks*. Cambridge and New York: CUP

*Wallace, M.J. (1998). *Action Research for Language Teachers*. Cambridge and New York: CUP

Assessment includes but is not limited to the following features:

Teaching- 60%	
Fully conducting all classes during teaching (for each missed class a student-teacher loses 3%)	Attachment 1: Record/register of classroom teaching
2 official observation forms with written feedback from supervisor – 10% (5% each)	Attachment 3: Sample observation sheets *(These are the samples and can be adapted by a supervisor)*
2 official observation forms with written feedback from local school (college, university) mentor – 10%	Attachment 3: Sample observation sheets *(These are the samples and can be adapted by a mentor)*
Regularly participating in all planned meetings with their supervisor and with their mentor- 10%	Attachment 2: Record on regular meetings
Teacher Portfolio- 40%	
Entry 1 Descriptive report of a teaching context- 5 %	
Entry 2 Lesson plans and teaching materials- 10%	Attachment 4: Evaluation of a lesson plan
Entry 3 Observation notes and a report- 10%	
Entry 5 Reflective writing-15 %	

Assessment specifications

Teaching

During the teaching practice a student will have to have regular meetings with the teacher/mentor from their teaching context and stay in touch with their supervisor from the university. Teaching itself counts for 60% of the total grade. This grade will also be based on the supervisor's feedback (observation notes) on how student-teachers conducted lessons in the classroom, their punctuality in regular meetings with their supervisor and with their mentor. The overall assessment is also based on how successfully they manage their classes, demonstrate a range of teaching strategies appropriate to different classroom situations, and participate in all aspects of school life (e.g. organising extracurricular activities, taking part in staff meetings, etc)

Teacher Portfolio

The universitysupervisor will consider the following in grading student-teacher portfolio:

Entry 1 Descriptive report of a teaching context- 5 %

Student-teacher should write approximately 200 word-report including the following:

- Defining the context (people/students, physical setting, nature of the course, etc.)
- Describing their teaching schedule (how many hours you meet with the class, how often you have had office hours for your learners, etc…)
- Informing their participation in all aspects of school life (e.g. organising extracurricular activities, taking part in staff meetings, etc)

Entry 2 Lesson plans and teaching materials- 10%

Student-teachers should consult their university supervisor weekly and

receive feedback on their lesson plans. These lesson plans should include specific goals and objectives, assessment required, action plans, materials and technology required, procedures, follow-up, and closure. They also should address preparation time, implementation time, and reflect anticipated problem(s). At the end of teaching practice, select their three revised lesson plans together with a short bibliography of sources and copies of materials used and put them in their Teacher portfolio (Evaluation criteria for lesson plan- Attachment 4).

Also, records of their punctuality in submitting weekly lesson plans during their teaching practice will be kept by their supervisor(s).

Entry 3 Observation notes and a report- 10%

For this entry, student-teachers should submit two observation notes based on the observation of their peers and/or colleagues and a report reflecting on the observation experience.

Theyshould:

- Agree with a colleague about the time and topic of the lesson and about the of observation (e.g. giving instructions, use of L1 in the classroom, teacher's presence, managing pair and group work and so on).
- Develop an observation tool appropriate to the focus of observation
- Observe their peer/colleague teaching her/his learners in the usual classroom context, and fill in their observation instrument.
- Based on their observation notes, write feedback to the peer-colleague and make a copy of the same to be included in their portfolio. Their feedback should stay on the agreed focus but may contain some additional feedback to the teacher if appropriate.
- Write a 250 word- report on what they have learned from the focused-observation of their colleague.

Along with the report there should be attached the observation note/tools and a copy of a written feedback.

Entry 4 Reflective writing-15 %

This report should summarise their reflection on the whole teaching practice experience.

This entry requires writing a reflective report exploring their beliefs, experience they received from teaching, etc. The notes from teaching practice, their diary,

learners' feedback may be useful for them to accomplish this assignment.

The length should be approximately 1,000 words or two pages of A4. In their report they may consider the following:

- Write about their expectations at the beginning of the teaching practice
- Reflect on how well they met their aims and conducted the lessons and give suggestions on how they would plan or deliver the lesson differently
- Write how well they incorporated their learning from the previous module
- Reflect on knowledge and skills they've got from the teaching experience
- Challenges that they faced and the ways of how they dealt with them
- Share ideas they have for further development including feedback from colleagues

Appendices (will not be assessed, but may influence on the overall grade):

- Evaluation of students (course evaluation, students' feedback, thank you letters)
  - A teaching diary including photographs of the classroom teaching and extra curricular activities

(*The layout of your portfolio will influence the overall grade*)

- **Coverpage**
- **Content page and page numbering** (Content should include headings of the entries, appendices and page numbers. Page numbers should be on the right sideat the bottom of each entry page.)
- **Font and Margins** (use Times New Roman 12, double space for all portfolio
  entries.)

- **Headings and subheadings** (Do not forget to put headings for each entry. (Theymustbe**bold**)

Teaching Practice: Guidelines to the Student-teacher

You will teach English for 8 weeks and for 6 hours per week. During the teaching practice you will have to have regular meetings with the teacher/mentor from your teaching context and stay in touch with your supervisor from the university.

For the successful completion of Teaching Practice, you should keep in mind certain guiding principles:

> ➢ Before going to teach, learn more (seek for) about the type of school you have to work in, be aware of the traditions, aims and criteria that the school values and get clear idea of a place of your course in curriculum.
> ➢ Establish positive rapport by building afriendly and relaxed atmosphere with teachers and pupils. Observe how teachers deal with parents.
> ➢ You should be concerned about maintaining pupils' interest, involvement and motivation. Be sensitive to your pupils' different needs, abilities, interests, emotions.
> ➢ Along with what you have learned about a good management of class/pupils in the ELT courses, observe good practice by school teachers, talk with your mentor and with the director of the school to develop understanding of school policy and maintain class rules.
> ➢ Familiarise yourself with the IT opportunities of the school, improve your IT management/skill by appropriately implementing activities with technologies in your lessons to facilitate learning.
> ➢ Liaise with your mentor/ headteacher in order to plan extracurricular activities.
> ➢ Your work will be appreciated if you demonstrate the ability to work as a member of a team and also to work independently.

Note that your teaching itself counts for 60% of the total grade. It will be based on the supervisor's feedback (observation notes) on how you conducted lessons in the classroom, your punctuality in regular meetings with your supervisor and with your mentor. The overall assessment also is based on how successfully you manage your classes, demonstrate a range of teaching strategies appropriate to different classroom situations, and participate in all aspects of school life (e.g. organising extracurricular activities, taking part in staff meetings, etc)

Teaching Practice: Guidelines to the Supervisor

60 % of Teaching Practice is teaching itself. The evaluation is mostly based on your feedback on how competently your student-trainee has conducted lessons in the classroom and how objectively s/he could reflect on the lesson(s). Use a form (Attachment 2) to record your regular meetings.

Based on what concerns were discussed with your trainee during the meetings, develop an observation tool appropriate to the focus of observation [e.g. field notes, observer's questionnaires, video and / or audio recording, tables / charts, checklists, interaction diagrams and so on]. You may use the observation form for all-purpose that is attached below. (Attachments 3: Sample observation sheets 1 & 2)

Your task is to help your student trainees to develop as novice teachers as well as to grade them. These guidelines are aimed at both these roles, which are sometimes difficult to reconcile.

Keep to the three-stage supervision cycle each time you work with a trainee: a pre-observation meeting, the observation itself and the post-lesson conference.
The underline pre-observation meeting, which is a part of regular routine for a supervisor and a trainee, has a number of purposes
   - To allow the trainee to explain what s/he is going to do in the lesson
   - To look over the lesson plan
   - To discuss any possible problems
   - To agree on a focus for observation if necessary
   - To reassure the trainee
   - To agree on anything connected with your presence in the classroom: where you want to sit, whether you will take notes etc
   - To agree a time and place for the post-lesson conference

The observation itself:
   - Leave all your preconceptions, preferences, and prejudices outside the classroom door. Go into the room with your mind clear of "baggage" and be ready to observe the teacher on her/his own terms. Start where they are, and not where you are.
   - Remember that you are a guest in the classroom. Behave politely and let the teacher introduce you to the class

➢ Decide where to sit. If there is space, you may find it helpful to sit at the side to get a view of both teacher and learners without having direct eye contact with anyone in the room.
➢ Remember that your trainees will not always teach in a way that you regard as ideal; try to keep an open mind about their style and decision-making.
➢ Take notes discreetly
➢ Don't interfere with the progress of the lesson in any way; the trainee has to take full responsibility for the class

The <u>post-lesson</u> conference:
➢ Hold the meeting in a quiet place where you feel comfortable and where you won't be disturbed
➢ Let the trainee 'unload' any emotions they are experiencing after the lesson. For example, ask "How do you feel about the lesson?" This will make it easier to discuss afterwards any concrete issues that need to be addressed.
➢ Throughout the meeting, try to stay within the trainee's world, and understand what is possible for her/him rather than imposing your own way of teaching.
➢ Try to get the trainee to describe incidents in the lesson before analysing them. The gap between what s/he experienced and what you observed is the most productive area to explore.
➢ Throughout the meeting, give the trainee your full attention and keep the noise in your own head quiet.
➢ Be very concrete in your feedback and address problem issues by asking questions, e.g. "What made you ask the same questions three times to different students. Was that necessary?". Questions like this trigger reflection.
➢ Try to avoid judgment and get the trainee to see for her/himself what s/he should improve. S/he should be able to evaluate the lesson for her/himself.
➢ Finish the meeting by agreeing on what the trainee should plan for the next lesson.
➢ The trainee may benefit from some notes from you as a reminder of the priorities that emerged from the lesson.

Teaching Practice: Guidelines to the Mentor

Your task is to strongly support the student trainees and offer them theoretical and practical guidance, constructive feedback and conditions for your trainee(s) to grow professionally.

As a mentor you should

- guide and support your trainee by listening and counseling her/him
- help your trainee to develop understanding of school policy and maintain class rules; introduce school traditions, goals, and its curriculum.
- land a hand to establish positive rapport with teachers and pupils.
- help them to set priorities and appropriately manage time for each activity
- observe and assess your trainee's lessons and provide non-judgmental constructive feedback You may use the observation form for all-purpose that is attached below. (Attachments 3: Sample observation sheets 1 & 2)
- negotiate and resolve conflict if any appears
- write a report (Use 2 record forms for your mentoring activities: Attachments 1& 2)

Your task is to help your student trainees to develop as novice teachers as well as to grade them. These guidelines are aimed at both these roles, which are sometimes difficult to reconcile.

Keep to the three-stage supervision cycle each time you work with a trainee: a pre-observation meeting, the observation itself and the post-lesson conference.

The <u>pre-observation</u> meeting, which is a part of regular routine for a supervisor and a trainee, has a number of purposes

- To allow the trainee to explain what s/he is going to do in the lesson
- To look over the lesson plan
- To discuss any possible problems
- To agree on a focus for observation if necessary
- To reassure the trainee
- To agree on anything connected with your presence in the classroom: where you want to sit, whether you will take notes etc
- To agree a time and place for the post-lesson conference

The <u>observation</u> itself:

- Leave all your preconceptions, preferences, and prejudices outside the classroom door. Go into the room with your mind clear of "baggage" and be ready to observe the teacher on her/his own terms. Start where they are, and not where you are.
- Remember that you are a guest in the classroom. Behave politely and let the teacher introduce you to the class

- ➢ Decide where to sit. If there is space, you may find it helpful to sit at the side to get a view of both teacher and learners without having direct eye contact with anyone in the room.
- ➢ Remember that your trainees will not always teach in a way that you regard as ideal; try to keep an open mind about their style and decision-making.
- ➢ Take notes discreetly
- ➢ Don't interfere with the progress of the lesson in any way; the trainee has to be responsible

The <u>post-lesson</u> conference:
- ➢ Hold the meeting in a quiet place where you feel comfortable and where you won't be disturbed
- ➢ Let the trainee 'unload' any emotions they are experiencing after the lesson. For example, ask "How do you feel about the lesson?" This will make it easier to discuss afterwards any concrete issues that need to be addressed.
- ➢ Throughout the meeting, try to stay within the trainee's world, and understand what is possible for her/him rather than imposing your own way of teaching.
- ➢ Try to get the trainee to describe incidents in the lesson before analysing them. The gap between what s/he experienced and what you observed is the most productive area to explore.
- ➢ Throughout the meeting, give the trainee your full attention and keep the noise in your own head quiet.
- ➢ Be very concrete in your feedback and address problem issues by asking questions, e.g. "What made you ask the same questions three times to different students. Was that necessary?". Questions like this trigger reflection.
- ➢ Try to avoid judgment and get the trainee to see for her/himself what s/he should improve. S/he should be able to evaluate the lesson for her/himself.
- ➢ Finish the meeting by agreeing on what the trainee should plan for the next lesson.
- ➢ The trainee may benefit from some notes from you as a reminder of the priorities that emerged from the lesson.

Attachment 1 Record/register of classroom teaching (8 weeks, 6 hours per week)

Date	Group	Room	Mentor's signature

Attachment 2: Record of regular meetings

Date	Activity (observation, discussion, feedback etc.)	Points to take further

Appendix 3 Sample Observation Sheets *(These are the samples and can be adapted by a supervisor)*

Observation sheet No 1

Teacher:_____Observer:_____
_____

Date:_____Time:_____No. of
students_____Level:_____

Aim:_____

Stages/Timing	Procedures/Activities	Alternatives/ Questions/Comments

Adapted from the British Council and the Romanian Mentors' Association for the British Council ETTE project

Observation sheet No 2
General Observation of all Features of Lesson

Teacher:_____Observer:_____Date:_____

Time:_____

No. of students_____Level:_____Aims:_____

	AREAS		COMMENTS
1.	PREPARATION	CLEARNESS OF AIMS	
		LESSON PLAN	
		MATERIALS/AIDS	
		CLASSROOM LAYOUT	
2.	SUITABILITY OF MATERIALS		
3.	ACCURACY OF TEACHER'S LANGUAGE		
4.	INSTRUCTIONS/CLASSROOM MANAGEMENT		
5.	PRESENTATION OF NEW LANGUAGE		
6.	ELICITATION		
7.	CHECKING UNDERSTANDING		
8.	CORRECTION		
9.	MONITORING		
10.	EXPLOITATION OF MATERIALS AND USE OF AIDS		
11.	STAGING		
12.	VARIETY		
13.	PACE		
14.	STUDENTS' MOTIVATION PARTICIPATION		
15.	RANGE OF TEACHING TECHNIQUES		
16.	MOBILITY		
17.	VOICE		
18.	BALANCE OF ATTENTION		
19.	BODY LANGUAGE/EYE CONTACT		
20	MANNER/RAPPORT		
21.	ENCOURAGEMENT		
22.	GROUP DYNAMICS		
23.	UNDERSTANDING OF LEARNING PROCESS		
24.	ACHIVEMENT OF AIMS		

Adapted from the British Council and the Romanian Mentors' Association for the British Council ETTE project

Appendix 4 Evaluation of lesson plans

1.	Is there variety of interaction patterns used in the lesson plan?	**1**	**2**	**3**	**4**	**5**
2.						
3.	Does the lesson address different learning styles?	**1**	**2**	**3**	**4**	**5**
4.	Does the lesson correspond to the target audience? (e.g. level of ss, cultural background, gender, age, L1)	**1**	**2**	**3**	**4**	**5**
5.	Are the lesson objectives clear and realistic?	**1**	**2**	**3**	**4**	**5**
6.	Is the lesson linked to the previous and following lessons?	**1**	**2**	**3**	**4**	**5**
7.	Is there an integration of language skills in the lesson plan?	**1**	**2**	**3**	**4**	**5**
8.	To what extent does the lesson use authentic task and texts?	**1**	**2**	**3**	**4**	**5**
9.	Are the activities logically sequenced?	**1**	**2**	**3**	**4**	**5**
10	To what extent do activities help to achieve overall aim of the lesson?	**1**	**2**	**3**	**4**	**5**
11	Are the materials and resources stated in the lesson plan?	**1**	**2**	**3**	**4**	**5**
12	Does the lesson plan reflect anticipated problem(s) (e.g. no electricity, students didn't bring their h/w, etc.)?	**1**	**2**	**3**	**4**	**5**
13	Does the lesson plan demonstrate adequate design (layout, formatting)?	**1**	**2**	**3**	**4**	**5**
14	To what extent is the lesson plan self-explanatory? Can a substitute teacher conduct a lesson according to this lesson plan?	**1**	**2**	**3**	**4**	**5**
15	Is there assessment in this lesson (e.g. Classroom participation, checking the second draft, etc…)?	**1**	**2**	**3**	**4**	**5**

TEACHING DIFFERENT AGE GROUPS

Assessment Specifications

Observation-based report

You are expected to observe a class and write a report. Please, remember that you should observe two lessons with learners of different ages (can be primary and secondary; secondary and college students; pre-school and primary; etc), so as to compare and contrast your findings.

During the observation:

- Describe the class
- Note down all the T's instructions.
- Note down all the students' activities

After you have finished with the task answer the following additional questions:

- What is your overall impression?
- What similarities and differences have you noticed in terms of methods and management?
- If you were given an opportunity in which class you would prefer to teach? Why?

Your report will be evaluated based on the following criteria:

- Task response (having all the questions answered, punctuality)
- Adequate support with specific examples
- Signs of critical thinking and self-reflection

Case Study on Materials Adaptation

You will be given several case studies on adapting activities to different age students. Your task is to give reasonable solutions based on your knowledge of the main principles of teaching different age groups and materials adaptation.

Situations on the problem of student ages:

Situation 1

"I am currently teaching a group of 13-14 year olds an upper-intermediate level course. We are using a course book designed for older teenagers and adults so adaptation is an important part of lesson planning. The main thing to bear in mind when adapting tasks is to think about how you can make the task more real for the student. Last week we were writing formal letters, something which none of the students had ever done in their lifetime and therefore they needed a lot of support. After looking at several models of formal letters we turned to the task in the book which was a letter to complain about the service received from a tour operator on a recent holiday. This was obviously something they would be very unlikely to do even in their own language. How can I adapt this task? "

Situation 2

"Imagine that you are teaching prepositions to adults but you have a picture of a bedroom with toys strewn all over the place and a few children playing. It is presented in an infantile style - not what adults would normally warm to for classroom material! How can I present this material?"

Situation 3

"I had a group of 10 year old students who needed to practice present simple for likes, dislikes and everyday activities in a 'free stage' environment (with minimal teacher interference). I found some adult material that required them to share information from role play cards, then use a kind of scale of preference to find their ideal romantic partner. It was going to be time consuming and complicated to explain, and the group was multilingual, so there was no chance of going into the mother language. What should I do?"

Your suggested solution should meet the following requirements:

- should be well organised and realistic
- shoulddemonstrate adequate knowledge of the main characteristics of different age groups
- should be supported by appropriate examples or illustrations

Lesson Plan

You will be required to develop a 45 minute-lesson plan according tocharacteristics and lesson implications below. Note that you are free to choose 1 out of 3 age groups.

- The first is the very young ones i.e. aged from 7 years (and less). These children have a very limited vocabulary and have not even mastered the grammar of their mother tongue. They have shorter attention span, are very curious, havelots of imagination, areeasily distracted, full of energy and want to do things themselves.

With this in mind, the techniques applied are lessons with short stories, rhymes, songs as well as lots of repetition.

- The second group is the 8 to 12 years old. Some of the characteristics of this group are: fast growing children, interested in varied activities, and love to discover things. They are interested in facts - like history and geography, and are very creative. They also like to read, write, pretend, imitate and want adult approval and are in the "age of activity".

Hence since they respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, making things, drawings things, in games, in physical movement and songs.

- The last group is described as the early teen i.e. 13 plus. They are in the "age of change", a transition from childhood to adulthood. These children have a keen mind, a need to be challenged to learn, areoften unmotivated, self conscious, and searching for individual identity. Though they may be unwilling to take risks or experiment with language, they have a great capacity to learn and a great potential for creativity.

Hence the teacher's work is to "provoke student engagement with relevant materials" without hurting their self-esteem.

Based on the descriptions above work out imaginary student profiles (information about students: number, gender, level, etc.)

Your lesson plans will be evaluated based on the following criteria:

Lesson plan

- demonstrates the understanding of basic concepts of language development in young learners
- identifies appropriate aims for lesson
- appropriately staged and varied
- uses materials / tasks and activities appropriate to the age / level of the learners

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ENGLISH FOR SPECIFIC PURPOSES

Assessment specifications

</div>

Evaluating and adapting ESP teaching materials

For this assignment youshould choose one unit from a published coursebook for ESP learners. Evaluate the materials in terms of the needs and interests of a particular target group (e.g. business students; bankers, technicians) and adapt it accordingly.

Criteriaforassessment

Content (grammar vocabulary, reading, writing, speaking, listening, cultural content)	20
Texts (authentic/non-authentic)	10
Clarity of instructions (short and clear instructions, no language mistakes)	10
Mode of interaction (individual, pair/group work)	10
Activities (communicative tasks, logical order of tasks that includes easy to difficult tasks)	20
Layout and design (colourful, pictures)	10
Appropriacy of material for ESP learners	10

CLASSROOM INVESTIGATION 2
Assessment specifications
Classroom investigation report

You should report on researchinto your own teaching conducted by you during your teaching practice. In your report (1400 - 1500 words) write about the findings you have got during your research and reflect on them. Write your report according to the following structure:

I. **Statement of purpose**
- A clear formulation of your research question
- Reasons for selecting this research question

II. **Methods of data collecting**
- Participants and materials, that helped you complete the research
- Data collection methods (research tools) you used to research the chosen question

III. **Data analysis**

IV. **Reflection**

- Comment on the usefulness of the selected tools

- Reflect on your findings (to what extent the findings are useful, what you have learnt from them)

- Reflect on the research (what you have learnt from the research)

- Write an action plan which you think should be taken to prevent/solve the problem

Criteria for assessment

Task fulfilment (adhering to the requirements, punctuality, validity)	25%
Appropriateness and effectiveness of the research methods	25%
Quality of thinking and insight	25%
Evidence of reflecting on teaching	25%
Total	100%

LANGUAGE TESTING AND ASSESSMENT
Assessment Specifications

Analytical Report on analyzed test

Students analyze language tests from previous language courses (Year 1, Year 2) and write analytical report (max 350-550 words). The language test analysis should cover at least two of the following aspects: focus, instructions, face validity, construct validity, reliability, practicality, test methods.

Assessment criteria

Task fulfillment	10%
Awareness of principles for analysing the given aspects	10%
Awareness of basics of test development	10%
Total	30%

Developing assessment criteria
Students develop assessment criteria for evaluating one of the alternative ways of assessment such as portfolios, logs, essays, reflective writing, diaries, project work, etc. students can use first or second year students' portfolios, written works, etc for completing this task.

Assessment criteria

Task fulfillment	10%
Appropriateness of criteria	10%
Appropriateness of assessment tools (does he/she choose appropriate tool to create criteria)	10%
Total	30%

Project work specification

Students, in groups of 4 people, develop a progress test with assessment criteria to assess (including at least 2 test methods: multiple choice, banked/gap filling, multiple matching):

- Group 1 – grammar + vocabulary
- Group 2 – reading
- Group 3 – listening
- Group 4 – writing
- Group 5 – speaking

Test specification also should be provided by each group.

(Note: Ss may use textbooks that are available at the secondary schools/colleges, and choose a unit)

Assessment criteria

Task fulfillment	6%
Coverage of the focus (language skill/language area)	6%
Appropriate use of different test methods	6%
Design, layout, and instruction of the test	6%
Appropriateness of assessment criteria and specification	6%
Total	30%

Дастур бажарилишининг календар-тематик режаси

Фаннинг номи:Чет тилларни ўқитишнинг интеграллашган курси(Teaching Different Age Groups, English for Specific Purposes,Classroom investigation **2,** Language Testing and Assesstment.)

2018 -2019 йил VII-VIII семестр учун

Амалий машғулотларни олиб боради:_____

TEACHING DIFFERENT AGE GROUPS (TDAG)

Term 7-8

Weeks	Topics	Hours	Date/ Signature					
			Groups					
Week 1	Psychological characteristics and language development in learners of different ages	2						
Week 2	Changing Teacher's Roles with Different Age Groups	2						
Week 3	Principles of Working with Different Age Groups	2						
Week 4	Planning for Different Age Groups	2						
Week 5	Choosing methods of teaching for different age groups	2						
Week 6	Characteristics of teaching adults	2						
Week 7	Games, Music, Songs and Storytelling in Teaching Young Learners	2						
Week 8	AssessingDifferentAgeGroups	2						
Week 9	Adapting materials for different age groups	2						
Week 10	Developing Materials for Different Age Groups	2						

Weeks	Topics	Hours	Date/Signature					
Week 11	Teaching language skills to different age groups (reading/ writing)	2						
Week 12	Teaching language skills to different age groups (listening/ speaking)	2						
Week 13	Final task	2						

ENGLISH FOR SPECIFIC PURPOSES (ESP)
Term 7-8

Weeks	Topics	Hours	Date/Signature					
			Groups					
Week 1	Types of ESP: English for Occupational Purposes; English for Academic Purposes (preexperience; concurrent).	2						
Week 2	Needs analysis: target situation needs; learning needs	2						
Week 3	Restricting objectives for an ESP course	2						
Week 4	Approaches to course design (topic-based, skills-based)	2						
Week 5	Objectives and content of ESP courses in vocational schools in Uzbekistan	2						
Week 6	The place of study skills: note-taking; note-making; reading and research skills.	2						
Week 7	Teaching language skills in ESP context	2						

Weeks	Topics							
Week 8	Teaching language aspects in ESP context	2						
Week 9	Materialsevaluation	2						
Week 10	Materialsadaptation	2						
Week 11	Materialsdesign	2						
Week 12	The role of an ESP teacher in a vocational school setting.	2						
Week 13	The role of assessment in ESP	2						
Week 14	The role of assessment in ESP							

Classroom investigation 2*(Continuous of TDAG)*

Term 7

Weeks	Topics	Hours	Date/Signature					
			Groups					
Week 14	Stages of classroom investigation (teacher problem identification and formulating a realistic research question, action planning (choosing appropriate data collection method), data collection, data analysis.	2						
Week15	Designing data-collecting tools and understanding their advantages and disadvantages: -observation (by peer or using video recording) -interview (structured, semi-structured, unstructured) -questionnaire to students and teachers	2						

Week	Topics	Hours							
Week16	Designing data-collecting tools and understanding their advantages and disadvantages: Diary and case study	2							
Week17	Designing data-collecting tools and understanding their advantages and disadvantages: field notes, evidence of student performance	2							
Week18	The need for triangulation of data sources	2							
Week19	Observation procedures: Stages of observation (pre-observation, observation, post-observation)	2							
Week20	Actionplanning	2							
Week21	the analysis of quantitative data (the need for triangulation, analysing differences/relationships among variables (e.g. students' test results) - the analysis of qualitative data (evaluation of the data (e.g. completed questionnaires, observationnotes, interviews, etc.)	2							
Week22	Giving (in oral and written form) and receiving feedback	2							

LANGUAGE TESTING AND ASSESSMENT
(Continuous of ESP)
Term 7-8

Weeks	Topics	Hours	Date/ Signature					
			Groups					
Week 15	Types of assessment: summative, formative	2						

Week16	Testing: • validity, reliability, practicality • Criterion referencing; norm referencing • Specification • Test types (proficiency, achievement, progress, etc.)	2							
Week17	CEFR (Common European Framework of Reference)	2							
Week18	Test methods (mcq., multiple matching, etc.); Basics of test design (instruction, distracters, etc.)	2							
Week19	How to test/ assessWriting	2							
Week20	How to test/ assessReading	2							
Week21	How to test/ assessListening	2							
Week22	How to test/ assessSpeaking	2							
Week23	How to test/ assessIntegrated skills	2							
Week 24	How to test/assessVocabulary/Grammar								
Week 25	Alternative ways of assessment (portfolio assessment, self-assessment, project work,logs, reflection tools, etc.)								
Week 26	Planning assessment Washback (influence of assessment on teaching)								
Week 27	Basics of test design: Content Scales Authenticity Simplicity and complexity								

Week 28	Basics of test design Visuality Connection of theory and practices Development of critical thinking Creativity Individuality of language learners Approppriacy to syllabus Objectivity of time management							

ўқитувчи: _____

Module:	**TEACHING DIFFERENT AGE GROUPS** **Lesson 1**
Topic:	Introduction to an overview of the course:Principles of working with Different Age Groups
Time:	80 minutes
Aim:	To introduce students with the course and its aims.

Lead- in (10min, group work)

- Write these terms on the board **TEACHING DIFFERENT AGE GROUPS**

- Ask Ss following questions:
    - *What do you think what about this module?*
    - *Why do you think so?*
    - *Can you give any examples from your life experiment where you have faced with teaching different age groups?*
- Elicit random answers. Establish that knowing who your students are, as a group and as individuals, is an important part of good teaching. In recent years, higher education in general has become increasingly diverse. The variety of students is far greater, and their needs are very different, than in the past. This module will consider how to teach effectively in an environment of diverse learners. If you wish to facilitate the learning process of students with a variety of backgrounds and needs, the following points are important:

• Treat all students as individuals with unique strengths, weaknesses, and needs rather than as generalized representatives of particular racial, ethnic or cultural groups.

• Employ a variety of teaching styles to respond to the needs of diverse learners.

• Create an open classroom that values the experiences and perspectives of all students.
Diversity: In Higher Education.

Activity 1, Matching (pair work)

Objective: To raise Ss awareness on the indicative content of the module TDA
To develop Ss ability on making order of the topics in syllabus
Time: 10 min
Materials: Handout 1
Procedure:
- Tell students that they are going to get acquainted on the indicative content of the course
- Tell them that they need to order from 1-9 the topics of TDA Handout 1
- Ask them to work with their partner
- Distribute Handout 1
- Set a time (5 min for discussion)
- Compare the answers (5 min)
- Elicit the random answers

Sample order for the Handout 1

- Assessing Different Age Groups **8**
- Adults as learners**6**
- Planning for Different Age Groups **4**
- Adapting and Developing Materials for Different Age Groups **9**
- Classroom Management in Different Age Groups **5**
- Principles of Working with Different Age Groups **3**
- Psychological characteristics and language development in learners of different ages**1**
- Changing Teacher's Roles with Different Age Groups **2**
- Games, Music and Storytelling in Teaching Young Learners **7**

Activity2, Presenting. (team work)

Objective: To raise Ss awareness on objectives, aims and learning outcomes of the module TDA
To give Ss an opportunity to introduce course requirements themselves.
Time: 40 min
Materials: Handout 2

Procedure:
- Divide the group into 4 teams as **Aims, Objectives, Learning outcomes, and Assessment profile**
- Ask them to guess and the list the possible the aims, objectives, learning outcomes and assessment profile of the module.
- Distribute posters and markers for making visuals
- Ask volunteers from each team to present their opinions
- Compare and discuss the ideas
- Distribute the handout 2 and ask to compare their ideas
- Elicit the group answer where major answers match

Module: Teaching Different age groups.
Lesson 1
Handout 1

Aim
By the end of the course students will haveexplored approaches, methods, and problems related to teaching language learners across different age groups and drawn out practical implications for language teaching.
Objectives
Students will
- be able to identify the key characteristics of different age groups
- examine the commonalities and differences in terms of methods, materials, management, and testing in teaching different age groups
- learn how to plan lessons and how to deliver them to a range of target groups
- adapt and develop materials with respect to different age groups

Learning outcomes
By the end of the course students should have
- developed an ability to planand deliver lessons addressing the main characteristics of different age groups
- developed an ability to adapt materialsfor different age groups

Assessment profile
<u>Semester 7</u>

Continuous Assessment	**40%**
• Participation	10%
• Observation-based report	30%
Mid-course Assessment	
• Case study on materials adaptation	**30%**
Final Assessment	
• Lesson plan	**30%**

Activity 3. Understanding
Objective: to develop Ss awareness on the assessment profile
Time 15 min
Materials: Handout 3
Procedure

- Ask students to learn the Assesstment profile one more time
- And explain why they need to follow this or that task.
- What do they need to do?
- How they need to do?
- Distribute Handout 3
- Clarify the misunderstood parts.
- Focus Ss attention to **Indicative bibliography**
- Tel them that they are one of the important tools for their independent studies.

Home assignment. (5 min)

- Ask students to revise language learning experiment and make a presentation on their abilities in different ages.

Module: Teaching Different age groups.
Lesson 1
Handout 2

Indicative content

- Psychological characteristics and language development in learners of different ages
- Changing Teacher's Roles with Different Age Groups
- Principles of Working with Different Age Groups
- Planning for Different Age Groups
- Classroom Management in Different Age Groups
- Adults as learners
- Games, Music and Storytelling in Teaching Young Learners
- Assessing Different Age Groups
- Adapting and Developing Materials for Different Age Groups

Approaches to teaching and learning

- Task-based practical work
- Reading
- Discussion
- Self study
- Internet searches and other means of investigating topics
- Materials adaptation
- Observation

Module: Teaching Different age groups.
Lesson 1
Handout 2
Aim

By the end of the course students will haveexplored approaches, methods, and problems related to teaching language learners across different age groups and drawn out practical implications for language teaching.

Objectives

Students will

- be able to identify the key characteristics of different age groups
- examine the commonalities and differences in terms of methods, materials, management, and testing in teaching different age groups
- learn how to plan lessons and how to deliver them to a range of target groups
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By the end of the course students should have

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Assessment profile Semester 7

Continuous Assessment	40%
 • Participation • Observation-based report 	10% 30%
Mid-course Assessment • Case study on materials adaptation	 **30%**
Final Assessment • Lesson plan	 **30%**

Indicative bibliography
Vale, D and Feunteun, A (1995) *Teaching Children English: A Training Course for Teachers of English to Children,* Cambridge: Cambridge University Press
McKay, P and Guse, J (2007) *Five-Minute Activities for Young Learners,* Cambridge: Cambridge University Press
Lewis, G and Mol, H (2009) *Grammar for Young Learners (Resource Books for Teachers)* Oxford: Oxford University Press
Ioannou-Georgiou, S and Pavlou P (2003) *Assessing Young Learners (Resource Books for Teachers)*, Oxford: Oxford University Press
McKay, H and Tom, A (1998) *Teaching Adult Second Language Learners,* Cambridge: Cambridge University Press
Ur, P (1996) *A Course in Language Teaching: Practice of Theory,*Cambridge:CambridgeUniversity Press

Module: Teaching Different age groups.

Lesson 1

Handout 3

TEACHING DIFFERENT AGE GROUPS
Assessment Specifications

Observation-based report
You are expected to observe a class and write a report. Please, remember that you should observe two lessons with learners of different ages (can be primary and secondary; secondary and college students; pre-school and primary; etc), so as to compare and contrastyour findings.

During the observation:

- Describe the class
- Note down all the T's instructions.
- Note down all the students' activities

After you have finished with the task answer the following additional questions:

- What is your overall impression?
- What similarities and differences have you noticed in terms of methods and management?
- If you were given an opportunity in which class you would prefer to teach? Why?

Your report will be evaluated based on the following criteria:

- Task response (having all the questions answered, punctuality)
- Adequate support with specific examples
- Signs of critical thinking and self-reflection

Case Study on Materials Adaptation

You will be given several case studies on adapting activities to different age students. Your task is to give reasonable solutions based on your knowledge of the main principles of teaching different age groups and materials adaptation.

Situations on the problem of student ages:

Situation 1

"I am currently teaching a group of 13-14 year olds an upper-intermediate level course. We are using a course book designed for older teenagers and adults so adaptation is an important part of lesson planning. The main thing to bear in mind when adapting tasks is to think about how you can make the task more real for the student. Last week we were writing formal letters, something which none of the students had ever done in their lifetime and therefore they needed a lot of support. After looking at several models of formal letters we turned to the task in the book which was a letter to complain about the service received from a tour operator on a recent holiday. This was obviously something they would be very unlikely to do even in their own language. How can I adapt this task? "

Situation 2

"Imagine that you are teaching prepositions to adults but you have a picture of a bedroom with toys strewn all over the place and a few children playing. It is presented in an infantile style - not what adults would normally warm to for classroom material! How can I present this material?"

Situation 3

"I had a group of 10 year old students who needed to practice present simple for likes, dislikes and everyday activities in a 'free stage' environment (with minimal teacher interference). I found some adult material that required them to share information from role play cards, then use a kind of scale of preference to find their ideal romantic partner. It was going to be time consuming and complicated to explain, and the group was multilingual, so there was no chance of going into the mother language. What should I do?"

Your suggested solution should meet the following requirements:

- should be well organised and realistic
- shoulddemonstrate adequate knowledge of the main characteristics of different age groups
- should be supported by appropriate examples or illustrations

Lesson Plan

You will be required to develop a 45 minute-lesson plan according tocharacteristics and lesson implications below. Note that you are free to choose 1 out of 3 age groups.

- The first is the very young ones i.e. aged from 7 years (and less). These children have a very limited vocabulary and have not even mastered the grammar of their mother

tongue. They have shorter attention span, are very curious, havelots of imagination, areeasily distracted, full of energy and want to do things themselves.

With this in mind, the techniques applied are lessons with short stories, rhymes, songs as well as lots of repetition.

- The second group is the 8 to 12 years old. Some of the characteristics of this group are: fast growing children, interested in varied activities, and love to discover things. They are interested in facts - like history and geography, and are very creative. They also like to read, write, pretend, imitate and want adult approval and are inthe "age of activity".

Hence since they respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, making things, drawings things, in games, in physical movement and songs.

- The last group is described as the early teen i.e. 13 plus. They are in the "age of change", a transition from childhood to adulthood. These children have a keen mind, a need to be challenged to learn, areoften unmotivated, self conscious, and searching for individual identity. Though they may be unwilling to take risks or experiment with language, they have a great capacity to learn and a great potential for creativity.

Hence the teacher's work is to "provoke student engagement with relevant materials" without hurting their self-esteem.

Based on the descriptions above work out imaginary student profiles (information about students: number, gender, level, etc.)

Your lesson plans will be evaluated based on the following criteria:

Lesson plan

- demonstrates the understanding of basic concepts of language development in young learners
- identifies appropriate aims for lesson
- appropriately staged and varied
- uses materials / tasks and activities appropriate to the age / level of the learners

TOPIC: Changing **Teachers role with different age groups**	
Course Type: <u>Practical</u> **Semester: ☑S1 ☐ S2**	**Time: 4 hours** **Number of Students: 12**
Objectives:	
● to familiarise students with working techniques with different age groups ● to raise students' awareness of the importance of knowing age acquisition in teaching different age groups	
Materials used:	**Preparation (Aids and Equipment)**

| Ur, P. (2002). *A course in language teaching.* New York: Cambridge University Press.(Module 8,unit 5, 115-119) | ☐ flashcards ☐ handout(s) ☐ poster ☐ pictures ☐ music ☐ video material ☐ power point presentation ☐ visuals | ☑ whiteboard ☑ markers ☐ blackboard + flipchart ☐ scotch ☐ scissors ☐ other: _____ | + computer + LCD projector ☐ OHP + TV/DVD player ☐ tape-recorder ☐ other: _____ |

Type of Assessment	

☑ on going assessment
  ☑ participation   ☐ quiz / test
  ☑ homework   ☑ presentation
  ☐ peer editing   ☐ project
  ☐ other: _____   ☐ other: - _____
	☑ on going assessment
	☐ mid-term assessment
	☐ final assessment
	☐ independent work assessment

Activity Type:	**Lesson Length: (hours/days)**
☑ individual ☐ plenary discussion ☑ small group ☐ other _____ ☐ whole class (teacher-students)	In-Class Time: 2.40 Out-of-Class Time: _____

Teaching Model:	**Students will be engaged in:**
☐ concept attainment ☐ presentation ☑ cooperative learning ☑ problem-based instruction ☐ discovery learning ☐ skill attainment ☐ direct instruction	☑ independent activities ☐ pairing ☑ cooperative learning ☐ whole group ☐ peer tutoring ☐ a project ☐ designing visuals ☐ lecture ☐ role-plays ☐ other: _____

Warm-up: 15 min

Start the lesson by asking the following questions:

Assumptions about age and language learning
1. Young children learn languages better than older ones; children learn better than adults. 2. Foreign language learning in school should be started at as early age as possible. 3. Children and adults learn languages basically the same way 4. Adults have longer concentration span than adults 5. It is easier to interest and motivate children than adults

Activity 1

Flipchart presentation: Teacher's role with different age groups
Time 15 min
Objectives:

- to focus Ss attention to the topic
- To develop their critical thinking on an acquired topic

Procedure:

- Explain that Ss need to discuss the flipchart
- Divide the group into pairs
- Clue the flipcharts on the board
- Give 5 min for discussion
- Listen all opinions
- Elicit the random answers

PRIMARY school
SENIOR school
JUNIOR school
TEENAGERS
ADULTS

Activity 2 PPT presentation
Time : 40 min
Set the ppt and start to interact with ss while presenting it

Teachers role and principles of working with DAG

Children: Kindergarten & junior school

Techniques	Teachers role
Pictures –a visual stimulus by activating language production Stories – both visual and aural by activating language production Games – both visual and aural As well as activating language production and some physical movement	Motivators and Santa Claus

- Can you add other important source of interest for children learning languages besides the three mentioned above?
- Can you think of pictures, stories of books which you think would be suitable for use in a children's foreign language class? How about games?

Adolescents
Senior school and colleges

Sources of teaching	Teachers role
This part needs analysis (According to Penny Urr) But how about you?	For inexperienced teachers it is the most daunting challenge. However adolescents learning potential is greater than that of young children, but they may be considerable more difficult to motivate and manage, and it takes longer to build up trusting relationships.

Teaching Adults

- It is arguably, less important, world-wide, than the teaching of children, because of basic knowledge of and attitudes towards the foreign language. However teaching adults is on the whole easier and less stressful (and better paid). It is however, often directed towards special purposes, demanding extra areas of expertise on the part of the teacher.

Discussion

Relationships between teacher and adult students

- Authority- subjects to authority
- Assessor- assessed
- Transmitter- receivers
- Motivator- people to be motivated
- Activator- people to be activated
- Counselor- clients
- Seller of services- buyers of services
- Resource- users

Activity 3: collecting ideas

•THANK YOU)))

Time: 10 min
Objectives: to develop Ss leaner's autonomy
Mode of interaction: team work
Procedure:

- Divide the group into 5 mini teams
- Tell them that they need to create the principles of working withDAG
- Divide the ages among the teams
- Give them 2 minutes for discussion
- Make a list of principles on the board
- Elicit the random answers

Principles of working with DAG

| Primary | Junior | Senior | Adolescences | Adults |

Conclusion: summarize the ideas

Assess active Ss

Home task: read an article by Chinese Student

Tell them that they need to read and do Uzbek context of Changing teachers role with DAG.

References:

Burstall, C., Jamieson, M., Cohen, S., and Hargreaves, M. (1974), *Primary French in the Balance*, Windsor: National Foundation for Educational Research Publishing Company.
(An account of an experimental period of teaching French as a foreign language in British primary schools; the results overall were disappointing, and the teaching was discontinued: see Khan, 1991)

Ellis, R. (1994) *The Study of Second Language Acquisition*, Oxford: Oxford University Press: 484–94.
(A survey of research on the influence of age in second language learning: concludes, roughly, that older learners learn faster, but that given extensive and consistent exposure learners who started young eventually learn better)

Khan, J. (1991) 'Lessons worth remembering from Primary French in Britain' in Kennedy, C. and Jarvis, J. (eds.), *Ideas and Issues in Primary ELT*, London: Nelson.
(A recent reconsideration of the implications of an important foreign language teaching experiment in Britain (Burstall *et al.*, 1974))

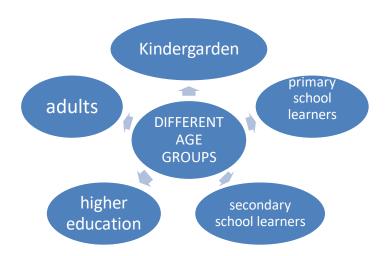| Module:	Teaching Different Age Groups Lesson 3
Topic:	**Principles of working with Different Age Groups**
Time:	80 minutes
Aim:	To develop Ss awareness on working with DAG

Lead- in (10 min) **Brainstorming**

Objectives: to focus Ss attention to the topic

Materials: Board, markers.
Procedure:

❖ Write Different Age Groups on the board.
❖ Ask Ss to complete the cluster with different ages
❖ Sample table:

- Elicit random answers.

Activity1, Presentation.

Objective: To raise Ss awareness on developing their critical thinking on acquired topic.
Time: 40 min
Materials: posters, markers
Procedure:

- Divide the group into five teams
- Ask them to choose by one cards

Kindergarten learners
Junior learners
Senior learners
Higher school learners
Adults

- Tell them that they need to make a presentation on the topic of principles of working with the ages of their cards
- Give them posters and markers for making visuals
- After check all presentations
- Elicit the random answers on the board. (answers may vary)

Kindergarten	Senior learners	Junior learners	Secondary education learners (teenagers)	Higher education learners	Adults
Stories Pictures Cartoons Games	Situational pictures Stories Cartoons	Dialogues Role plays Filling gaps Simple	Dialogues Role plays Competitions Jigsaw reading	Projects Discussions Debates ……………..	Specified contexts Specified vocabulary

....	Dialogues Drilling Games …………	context Retelling …………	Context ……………		Discussions ……………

Activity 2, Comparing and analyzing

Objective: To give Ss an opportunity to analyze their ideas.
Time: 10 min
Materials: video presentation from TESOL
Procedure:
- Teacher focuses Ss attention to the video
- After they compare their answers
- Let them to express their opinions

Activity 3, Discussion
Time 20 min
Objective: to fulfill Ss awareness on the topic.
Materials: papers, markers
Procedure:

- Explain that this time Ss need to present the list of activities for DAG
- Explain that it is a pair work
- Distribute papers
- Check the answers and ask them to support their ideas
  Home assignment.

- To design an activity for DAG
- Divide the group into 5 mini teams and let them to choose by one age.
  Reference: Penny Urr, approaches to language teaching.

Module:	**Teaching Different Age Groups** **Lesson 4**
Topic:	**Planning for Different Age Groups**
Time:	80 minutes
Aim:	To develop Ss awareness on planning for DAG

Lead- in(10 min)**Activity design**

Objectives: to focus Ss attention to the topic by linking the previous topic home task
Materials: Board, markers.
Procedure:
- ❖ Invite by one team and listen to their activities

❖ Give comment to each activity

Activity1, Discussion

Objective: To raise Ss awareness on developing their critical thinking of reading scientific articles.

Time: 30 min

Materials: Handout 1

Procedure:

• Tell Ss that they are going to read a chapter from the book "Issues in English Education"
• Distribute Handout 1

Handout 1

Teaching materials

Strangely, most educators do not perceive a serious problem here,despite the fact that most materials are international publications,except for a few countries, for example, Sweden and Croatia. Research is lacking into how whole-language, task-based, learner-centered, activity-based materials are used. There seems to be aconsensus on what is appropriate methodology for young learners,but researchers tend to take the implementation of such methodsfor granted. There is a lack of classroom observation studies onwhat actually happens in young learners' classrooms and on howmaterials and methodology influence outcomes.

Stories, context-embedded activities, focus on meaning andlearner autonomy are also taken for granted to ensure success withchildren, but almost no research enquires into how these principlesare put into practice. There is rarely any mention of how innovativemethods fit the particular educational contexts and the general curriculum (Páli, 1999). In Hungary research on negotiation as part ofthe syllabus with young learners has found that it is crucial forinnovation to fit the educational context (Nikolov, forthcoming-c).

One particular emerging issue relates to the content of younglearners' courses. Grammar teaching – in the form of awarenessraising – is slowly oozing back into early programmes as well, somepublishers are coming out with colorful grammar practice books foryoung learners.

The aptitude of young learners is a generally under-researchedarea. Children are expected to develop basic interpersonal communication skills more easily, but cognitive academic language proficiency is also necessary in the long run to be able to use L2 literacyskills. It would be important to explore how context-embedded,cognitively undemanding tasks can be shifted towards cognitivelymore demanding ones.

Finally, there is not enough empirical research on how childreninteract with their peers and their teacher while doing tasks appropriate for their age. Good examples of how teachers and peers canscaffold pupils' learning are hard to find (e.g., Gattullo, 1999; Kierepka, 1999; Nikolov, 1999b).

• Discuss the situation in the article with Ss.
• Ask their suggestions for improvement of the situation, analyze the ideas with the group.

Activity 2, research implementation (pair work)

Objective: To give Ss an opportunity to discover principles for planning for DAG

Time: 20 min

Materials: Handout 2

Procedure:

• Tell Ss that they need do discuss the questions with the partner.

- Distribute handout 2
- Give 10 min to discussion
- Compare and analyze answers

Handout 2

1. What programmes are successful with DAG and in what sense?
2. How can optimum conditions and good classroom practice be characterized with DAG?
3. What are effective teachers like?
4. What are realistic expectations for language attainment, attitudes and motivation, and other personality features?
5. How does the lack of continuity influence long-term outcomes?
6. What intensity is necessary for what aims?
7. How do individual differences influence outcomes in such classes?
8. How do most important variables in child FLL interact in various educational contexts?
9. What is the role of the mother tongue with DAG?
10. How can language exposure outside the classroom contribute to young learners' development?

Notes for Teachers:

It is generally accepted that children should have access to foreignlanguages from an early age, as '...there are no strong reasons inchildren, or in the normal structure of children's learning, for refusing to teach them second languages' (Brumfit, 1991, p. 12).However, the arguments for an early start should be consideredtogether with the possibility of a negative outcome.

In the previous survey it became clear that the claim that youngerlearners are more efficient and successful in all respects and at allstages of SLA is hard to sustain in its simple form. The implicationsof 'the younger the better in the long run' position are that theadvantage for younger children can be expected to manifest itselfonly after a long period of time, after school-leaving age. The arguments for early instruction can be summarized aroundthe following points: (1) the lesson to be learnt from neuroscienceand psychology suggests that early stimulation is generally favourable(in the area of sports, music and arts this fact has long beenaccepted); (2) studies in child and adult SLA research indicate that thelength of exposure may influence SLA in a favourable way: thelonger the exposure to language learning, the better; (3) the generalcurriculum for learners expands with age: one of the areas of knowledge that could be acquired early is second languages; (4) our world isbecoming more international every day, child SLA can encourage theearly understanding and appreciation of different cultures, values andthe development of positive attitudes towards the speakers of thetarget language; (5) bilingual studies have revealed that multicompetence has an effect on metalinguistic awareness and other parts ofcognition (Cook, 1992, p. 564; 1995); therefore, early SLA may add anew dimension to general cognitive development, may influence themother tongue in a favourable way through raising awareness andmay encourage the acquisition of other languages (Batley et al., 1993).

Arguments against an early start are also to be considered. One of the traditional worries concerns the negative influence of child SLA in the host environment but research on early bilingualism has revealed that there is

…an impressive array of evidence accumulating that argues plainly against the common-sense notion that becoming bilingual – having two linguistic systems within one's brain – naturally divides a person's cognitive resources and reduces efficiency of thought or language. Instead, one now can put forth a very strong argument that there are definite cognitive and language advantages to being bilingual. (Lambert, 1990, p. 212)

This statement refers to the case of French and English in Canadian immersion programmes (Harley et al., 1990) where both additive and subtractive features are involved. Additive bilingualism refers to situations where both languages are supported and develop in parallel. Subtractive situations are characterized by a gradual loss of the first language as a result of increasing mastery and use of the second language. In the process of one language replacing the other, children may be seriously limited in both languages and appear as 'semi-lingual's' (Diaz & Klinger, 1991, p. 175). In most of the studies that have reported positive effects of bilingual programmes children have been identified as 'balanced' bilinguals, which is the result of additive situations, where children develop simultaneously in the two languages. The pedagogical implications clearly demand that the mother tongue should be developed in parallel with the second language (Krashen, 1999). In foreign language situations this prerequisite is generally fulfilled by the curriculum.

Other negative outcomes in child SLA in the classroom may result from inadequate conditions. Among these conditions the most crucial ones are related to the following areas: (1) social factors, among them attitudes towards the target language, its speakers and language learning in general; (2) educational factors, such as the content and methodology of the programmes, physical surroundings, continuity, scheduling, frequency, and last but not least, the teacher.

Unfortunately, it is common practice that the younger the learners are, the least educated the teacher may be. Although these issues are discussed in detail in other sources (Brumfit et al., 1991; Rixon, 1992), further elaboration seems necessary, as some of these have emerged as most significant in recent research on early foreign language instruction.

If any of the requirements are missing, second language instruction should not begin at an early age: a negative experience may adversely affect children's attitude to the target language and to language learning in general.

Activity 3, Planning
Time 20 min
Objective: to develop Ss awareness on planning for DAG.
Materials: papers, markers
Procedure:

- Divide the group into five mini groups for DAG
- Tell them that they need discuss the plan for the lesson for their age
- Help them with ideas
- Listen their presentations

- Discuss the ideas with the group

Home assignment.
To develop a lesson plan.
References

1. Asher, J. & Garcia, R. (1969). The optimal age to learn a foreign language. Modern Language Journal, 38, 334-341.
2. Asher, J. (1981). The total physical response: theory and practice. In H. Winitz (Ed.), Native language and foreign language acquisition.
3. New York: The New York Academy of Sciences.Batley, E., Candelier, M., Hermann-Brennecke, G., &Szépe, Gy.(1993). Language policies for the world of the twenty-first century. Report for UNESCO by FIPLV.
4. Bechtel, W. & Abrahamsen, A. (1991). Connectionism and the mind:An introduction to parallel processing in networks. Cambridge, MA:Basil Blackwell
5. Marianne Nikolov. Issues in Language teaching, peter Lang, 2002
6. Handout 1

Teaching materials

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Stories, context-embedded activities, focus on meaning and learner autonomy are also taken for granted to ensure success with children, but almost no research enquires into how these principles are put into practice. There is rarely any mention of how innovative methods fit the particular educational contexts and the general curriculum (Páli, 1999). In Hungary research on negotiation as part of the syllabus with young learners has found that it is crucial for innovation to fit the educational context (Nikolov, forthcoming-c).

One particular emerging issue relates to the content of young learners' courses. Grammar teaching – in the form of awareness raising – is slowly oozing back into early programmes as well, some publishers are coming out with colorful grammar practice books for young learners.

The aptitude of young learners is a generally under-researched area. Children are expected to develop basic interpersonal communication skills more easily, but cognitive academic language proficiency is also necessary in the long run to be able to use L2 literacy skills. It would be important to explore how context-

embedded, cognitively undemanding tasks can be shifted towards cognitively more demanding ones.

Finally, there is not enough empirical research on how children interact with their peers and their teacher while doing tasks appropriate for their age. Good examples of how teachers and peers can scaffold pupils' learning are hard to find (e.g., Gattullo, 1999; Kierepka, 1999; Nikolov, 1999b).

Handout 2.

11. What programmes are successful with DAG and in what sense?
12. How can optimum conditions and good classroom practice be characterized with DAG?
13. What are effective teachers like?
14. What are realistic expectations for language attainment, attitudes and motivation, and other personality features?
15. How does the lack of continuity influence long-term outcomes?
16. What intensity is necessary for what aims?
17. How do individual differences influence outcomes in such classes?
18. How do most important variables in child FLL interact in various educational contexts?
19. What is the role of the mother tongue with DAG?
20. How can language exposure outside the classroom contribute to young learners' development?

Module:	English for Specific Purposes
	Lesson 2
Topic:	Needs analysis: target situation needs; learning needs
Time:	80 minutes
Aim:	To develop Ss awareness on organizing needs analysis for specific purposes.

Lead- in(10 min)

- Ask ss to present their activities for Specific learners.
- After divide the group into two teams
- Tell them that they need to write the problems which they faced while organising activities.
- Divide the board into two
- Give 2 minutes for developing list of ideas
- Ss turn by turn need to come to the board and write their problem
- Then focus Ss attention to the list and discuss them
- Ask what they need to do in order to deal with the problem.
- Elicit random answers.

Activity1, A video presentation.

Objective: To raise Ss awareness on developing their critical analysis of videos on an acquired topic

Time: 10 min

Materials: a video from Delta teachers

Procedure:

- T explains to students that they will watch video

- Teacher asks Ss to make a note taking on performers ideas
- Teacher puts a video
- Ss watch and collect ideas
- Ss present their ideas
- Teacher collects on the board

Activity 2, Comparing and analysing

Objective: To give Ss an opportunity to analyze the ideas themselves.
Time: 10 min
Materials: board, markers
Procedure:
- Teacher focuses Ss attention to the board
- Asks the differences between learners and professionals ideas
- Elicits the random answers
- And announces that the activities that they have done above is a simple cause for organizing needs analysis.

Activity 3, Presentation
Time 30 min
Objective: to fulfill Ss awareness on N.A.
Materials: ppt presentation
Procedure:

- teacher focuses Ss attention to the slide
- And presents ideas of prof. Hutchison
- Teacher frequently stresses and compares Ss ideas on the board
- Teacher interests with Ss opinions and clarifies the misunderstood parts

Activity 4, Concluding ideas

Time 15 min

Objective: to develop Ss ideas on N.A

Materials: a video from TESOL, Handout 1

Procedure:

Teacher puts the video and asks Ss to complete the spares in Handout 1

In what ways will an awareness of need affect an ESP course?	
What is a Target need?	
Learning Needs?	

Tools of organizing N/A	

Home assignment.

- To design by one tools of N.A
- Divide the group into 5 mini teams and let them to choose by one tool and ESP direction for the whole group.

Glossary: Hutchinson, T, Waters. A : English for Specific Purposes; Cambidge Publisher 2012

Tasks for Self Study:

Tasks

1 In what ways will an awareness of need affect an ESP course?

2 How right you analyse the needs of secondary schoollearners? What results do you think you would get?

3 What would you do faced with Mead's situation?

4 Make an analysis of your own learners' needs using the Framework Foranalysing target needs.

Analyse your own teaching/learning situation using the Framework

5 for analysing learning needs.

6 Study your own ESP textbook or materials. Try to reconstruct the results of the needs analysis it is based on.
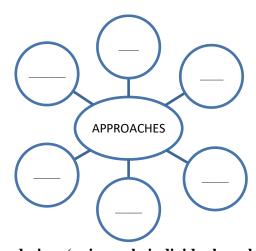
Case Study:

In a class, there is one ESP student who feels bored when he is learning (not only in the class but also out of the class). For example: when his friends anthuciastic to speak and discuss, he stays silent. As a teacher, could you make an order based on the target needs from necessities, lacks and wants to solve the problem?

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Module:	**English for Specific Purposes** **Lesson 4**
Topic:	Approaches to course design (topic-based, skills- based)
Time:	80 minutes
Aim:	To develop Ss awareness on different approaches to the course design.

Lead- in(10 min) (individual work)

- Write the word APPROACH to the board
- And ask Ss to complete the cluster with one idea one by one

Activity1, A course design. (pair work, individual work, team work)

Objective: To raise Ss awareness on discussing and completing ideas
Time: 15 min
Materials: Handout 1

Procedure:
- This activity is divided into parts
- Part 1 Ss need to complete the table with their ideas

- Part 2 they need to work with the partner
- Part 3 is a team work ideas should be summarized
- Distribute Handout 1

Handout 1

What is a Course idea		
I think	My partner thinks	My team think
A course design is	A course design is	A course design is

Elicit the random answers

Notes for the teachers:

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge. In practical terms this entails the use of the theoretical and empirical information available to produce a syllabus, to select, adapt or write materials in accordance with the syllabus, to develop a methodology for teaching those materials and to establish evaluation procedures by which progress towards the specified goals will be measured.

Activity2, Types of Course

Objective: to develop Ssawareness on Course types
Time: 25 min0 min
Materials: monitor of TV with the table
Procedure:
- focus Ss attention to the following table Figure 17
- ask their ideas about the table
- collect the ideas
  Notes for the teachers:

1 Language-centred course design

This is the simplest kind of course design process and is probably the one most familiar to English teachers. It is particularly prevalent in ESP.
  The language-centred course design process aims to draw as direct

a connection as possible between the analysis of the target situation and the content of the ESP course. It proceeds as follows:

At first sight, this may seem to be a very logical procedure. It starts with the learner, proceeds through various stages of analysis to a syllabus, thence to materials in use in the classroom and finally to evaluation of mastery of the syllabus items. However, logical and straightforward as it may seem, it has a number of weaknesses:

a) It starts from the learners and their needs, and thus it might be considered a learner-centred approach, but it is, in fact, not learner-centred in any meaningful sense of the term. The learner is simply used as a means of identifying the target situation. Instead of taking the whole of English and teaching it to the learner, as happens in General English, only a restricted area of the language is taught. As figure 18 shows, the learner is used solely as a way of locating the restricted area. Thereafter the learner plays no further part in the process. As we have seen, however, when considering needs analysis, the learner should be considered at every stage of the process. Yet, in this model the learning needs of the students are not accounted for at all. It is, therefore, not learner-centred, but simply learner-restricted.
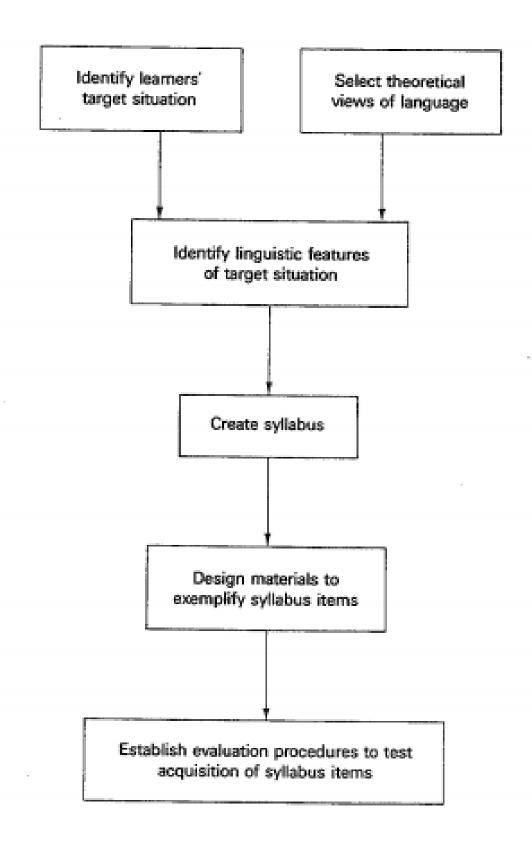
Figure 17: A language-centred approach to course design

Activity 3, learner-restricted syllabus

Objective: Comparing types of syllabi of ESP

Time: 15 min

Materials: board, markers

Procedure:

- Teacher focuses Ss attention to the board
- Clue the following picture to the board
- Tell Ss that they will clarify the differences between GE and ESP syllabus
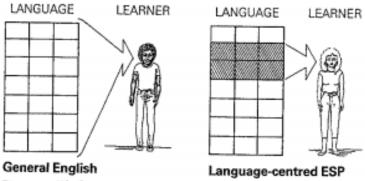- Clarify the process and features of them.

Figure 18: *The learner-restricted syllabus*

Notes for teachers:

b) The language-centred process can also be criticised for being a static and inflexible procedure, which can take little account of the conflicts and contradictions that are inherent in any human endeavour. Once the initial analysis of the target situation is done, the course designer is locked into a relentless process. But what if the initial analysis is wrong? What if some crucial element, such as the unexpected motivational attitude of Mead's students (see above p. 57) is not taken into account? Any procedure must have flexibility, feedback channels and error tolerance built in so that it can respond to unsuspected or developing influences.

c) One of the alluring features of this model is that it appears to be

systematic. But in so doing it engenders the false belief that learning itself is systematic – that the systematic analysis and presentation of language data will produce systematic learning in the learner. Unfortunately the role of systematisation in learning is not so simple. Certainly, there is a lot of evidence to show that the systematisation of knowledge plays a crucial role in the learning process: we learn by fitting individual items of knowledge together to create a meaningful predictive system. But the most important point here is that it must be an internally-generated system not an externally-imposed system. The fact that knowledge has been systematically analysed and systematically presented does not in any way imply that it will be systematically learnt. Learners have to make the system meaningful to themselves. And unfortunately we have to admit that we do not know enough about how the mind actually goes about creating its internal system of knowledge. We must, however, avoid the mistake made by the Audiolingual Approach of believing that because language has a describable system, describing that system will induce systematic learning.

d) The language-centred model gives no acknowledgement to factors which must inevitably play a part in the creation of any course. Data such as that produced by a needs analysis, is not important in itself. Data must be interpreted, and in interpreting we make use of all sorts of knowledge that are not revealed in the analysis itself. What is actually happening in the language-centred approach is that an analytical model is also being used inappropriately as a predictive model. An analysis of what happens in a particular situation is being used to determine the content of pedagogic syllabuses and materials. But there are all manner of other factors which will influence these activities. To take a simple example, one of the primary principles of good pedagogic materials is that they should be interesting. An analysis of language items cannot tell you whether a text or an activity is interesting. Thus, if materials are based on the language-centred model, then, either there are other factors being used, which are not acknowledged in the model, or, and sadly this is what seems so often to be the case, these learning factors are not considered to be important at all. As a teacher once remarked at a seminar on materials writing, 'It doesn't matter if it's boring. It's ESP.'

e) The language-centred analysis of target situation data is only at the surface level. It reveals very little about the competence that underlies the performance.

In summary, then, the logical, straightforward appeal of the language-centred approach is, in effect, its weakness. It fails to recognise the fact that, learners being people, learning is not a straightforward, logical process.

Home assignment.7

- Design course syllabus for any direction Esp direction

Refernce: Hutchinson, T, Waters. A : English for Specific Purposes; Cambidge Publisher 2012

Tasks for Self Study:

Tasks

1 In what ways will an awareness of need affect an ESP course?

2 How rnight you analyse the needs of secondary schoollearners? What results do you think you would get?

3 What would you do faced with Mead's situation?

4 Make an analysis of your own learners' needs using the Framework foranalysing target needs.

Analyse your own teaching/learning situation using the Framework

5 for analysing learning needs.

6 Study your own ESP textbook or materials. Try to reconstruct the results of the needs analysis it is based on.

Case Study:

In a class, there is one ESP student who feels bored when he is learning (not only in the class but also out of the class). For example: when his friends anthuciastic to speak and discuss, he stays silent. As a teacher, could you make an order based on the target needs from necessities, lacks and wants to solve the problem?

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Topics for Self Study

1. Principles of types of ESP

2. Necessities of ELT with ESP learner

3. Factors of planning for ESP

4. The importance of implementing Needs Analysis for ESP

5. Material designing in ESP

6. Assessment in ESP

7. Data analysis in ESP

8. Interpreting Foundations of Needs Analysis

9. Tips of organizing pre- and post- test analysis

10. Lesson planning with TDAG and ESP

11. Types of Assessment

12. The importance of Feedback in ELT

13. Lesson observation tips and forms

14. Designing materials for DAG

Case Studies

Case Study # 1

Learn the case and give your solution within 150 words:

"I am currently teaching a group of 13-14 year olds an upper-intermediate level course. We are using a course book designed for older teenagers and adults so adaptation is an important part of lesson planning. The main thing to bear in mind when adapting tasks is to think about how you can make the task more real for the student. Last week we were writing formal letters, something which none of the students had ever done in their lifetime and therefore they needed a lot of support. After looking at several models of formal letters we turned to the task in the book which was a letter to complain about the service received from a tour operator on a recent holiday. This was obviously something they would be very unlikely to do even in their own language. How can I adapt this task? "

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Assessment Criteria:

Well organised and realistic	1,5%
Demonstrated adequate knowledge of the main characteristics of different age groups	2 %
supported by appropriate examples or illustrations	1,5%

Case Study # 2

Learn the case and give your solution within 150 words:

"Imagine that you are teaching prepositions to adults but you have a picture of a bedroom with toys strewn all over the place and a few children playing. It is presented in an infantile style - not what adults would normally warm to for classroom material! How can I present this material?"

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Assessment Criteria:

Well organised and realistic	1,5%
Demonstrated adequate knowledge of the main characteristics of different age groups	2 %
supported by appropriate examples or illustrations	1,5%

Case Study # 3

Learn the case and give your solution within 150 words:

"I had a group of 10 year old students who needed to practice present simple for likes, dislikes and everyday activities in a 'free stage' environment (with minimal teacher interference). I found some adult material that required them to share information from role play cards, then use a kind of scale of preference to find their ideal romantic partner. It was going to be time consuming and complicated to explain, and the group was multilingual, so there was no chance of going into the mother language. What should I do?"

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Assessment Criteria:

Well organised and realistic	1,5%
Demonstrated adequate knowledge of the main characteristics of different age groups	2 %
supported by appropriate examples or illustrations	1,5%

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IV. 5. BAHOLASH MEZONLARINI QO'LLASH BO'YICHA USLUBIY KO'RSATMALAR

O'rganilayotgan xorijiy tilni grammatika, leksika va diskurs tahlili asosida chuqur o'rganish, Yevropa Kengashining "CHet tilini egallash umumevropa kompetentsiyalari: o'rganish, o'qitish va baholash" to'g'risidagi umume'tirof etilgan xalqaro me'yorlari (CEFR) bo'yicha chet tilini bosqichma-bosqich B1 dan C1 darajagacha egallash, chet tilida erkin muloqotga kirishish, joriy, oraliq va yakuniy nazoratlar uchun berilgan vazifa va topshiriqlarni plagiatga yo'l qo'ymasdan bajarish hamda o'z vaqtida topshirish.

BAHOLASH MEZONI

Talabaning fan bo'yicha o'zlashtirishini baholashda quyidagi namunaviy mezonlar tavsiya etiladi:

➢ **5 (a'lo) baho:** xulosa va qaror qabul qilish; ijodiy fikrlay olish; mustakil mushohada yurita olish; olgan bilimlarini amalda qo'llay olish; mohiyatini tushunish; bilish, aytib berish; tasavvurga ega bo'lish.

➢ **4 (yaxshi) baho:** mustaqil mushohada yurita olish; olgan bilimlarini amalda qo'llay olish; mohiyatini tushunish; bilish, aytib berish; tasavvurga ega bo'lish.

➢ **3 (qoniqarli) baho:** mohiyatini tushunish; bilish, aytib berish; tasavvurga ega bo'lish.

➢ 2 **(qoniqarsiz) baho:** dasturni o'zlashtirmaganlik; fanning mohiyatini bilmaslik; aniq tasavvurga ega bo'lmaslik; mustaqil fikrlay olmaslik.

Talabaning fan bo'yicha yakuniy bahosi semestrda belgilangan baholash turlari (OB, YaB) bo'yicha olingan ijobiy ballar (3, 4, 5)ning o'rtacha arifmetik miqdori sifatida aniqlanadi va yaxlitlanib butun sonlarda kaydnoma, sinov daftarchasi va talabalar o'zlashtirishini hisobga olish elektron tizimida shu kunning o'zida (baholash yozma ish shaklida o'tkazilgan bo'lsa, uch kun muddat ichida) qayd etiladi.

Talabaning "2 (qoniqarsiz)" bahosi sinov daftarchasiga qayd etilmaydi.

1. Joriy nazorat

1.1 Xar bir mavzularning yozma bayoni, talabalarning amaliy mashg'ulotlariga tayyorgarligi tekshirilganda ulardan xar bir mavzuga yozma ravishda tayyorgarlik so'raladi. Darsga yozma tayyorgarlik ko'rishda talabalarning asosiy va qo'shimcha ma'lumotlardan foydalanganligi, internet ma'lumotlaridan foydalanganligi e'tiborga olinadi va har bir yozma bayoniga talaba 1-5 bahogacha olishi mumkin.

1.2 Xar bir mavzularning og'zaki bayoni. Bunda talabalardan mavzuni og'zaki tarzda bayon qilib berish so'raladi. Og'zaki bayon qilish davomida talabalarning ingliz tilidagi nutqi, ma'lumotlarning to'g'ri talqin qilinishi, adekvat bayoniga e'tibor qaratiladi. Og'zaki bayon qilib berishda talabaga 3 ta savol beriladi.

1.3 Talabalardan amaliy mashg'ulotlari davomida test topshirig'ini bajarish so'raladi. Har bir test uchun talaba maksimal 5 baho olishi mumkin.

2. Oraliq nazorat

Har bir test uchun talaba maksimal 5 baho olishi mumkin.

3. Yakuniy nazorat

Yakuniy nazorat 3 ta topshiriqdan iborat bo'lib, YN ham 2- 5 bahogacha baholanadi.

№	Vazifa	Soni	Umumiy baho
1. Joriy Nazorat (JN)			
1	Use of grammatical structures in spoken context	2	5
2	Use of grammatical structures in written context	2	5
3	Matching form with function	2	5
4	Text based task (analysis tasks)	2	5
2. Oraliq Nazorat (ON)			
1	Test	2	5
3. Yakuniy Nazorat (YAN)			
1	Test	1	5