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ENGLISH LANGUAGE TEACHING METHODOLOGY

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ENGLISH LANGUAGE TEACHING METHODOLOGY

MANUAL

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Ushbu darslik pedagogika ta'lim sohasining 60111800 – Xorijiy til va adabiyoti (ingliz tili) ta'lim yo'nalishlarida tahsil oladigan talabalarga mo'ljallangan bo'lib, to'rtinchi kursda o'qitiladigan “English Language Teaching Methodology” fanining mavzularini qamrab oladi.

Данный учебник предназначен для студентов, обучающихся по направлению педагогика 60111800 – Иностранный язык и литература (английский язык) и охватывает темы предмета «Методика преподавания английского языка», преподаваемого на четвёртом курсе.

This textbook is intended for students studying in the field of pedagogy 60111800 – Foreign language and literature (English) and covers the topics of the subject "English Language Teaching Methodology" taught in the fourth year.

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PREFACE

This textbook “English Language Teaching Methodology” is a course of lectures aimed at the main problems that a teacher faces when teaching a foreign language at school, and also reveals the essence and solution to these problems. This textbook is intended for fourth-year students of language institutes and includes all the topics that are covered in the fourth year on the aspect “Methods of teaching English”. A textbook on this discipline gives the reader, mainly future teachers, an idea of modern methods of teaching a foreign language, and the role and place of methodological knowledge in the formation of foreign language speech skills in students.

Each topic of a lecture lesson consists of the objectives of the material being studied, keywords and expressions, the main text of the topic being studied, questions related to the lecture topic, test questions, exercises performed in class, and independent work. This textbook also includes test tasks, a glossary, and a list of references.

SO‘Z BOSHI

Ushbu “Ingliz tilini o‘qitish metodikasi” darsligi maktabda chet tilini o‘rgatishda o‘qituvchi duch keladigan asosiy muammolarga yo‘naltirilgan ma’ruzalar kursi bo‘lib, bu muammolarning mohiyati va yechimini ochib beradi. Ushbu darslik til institutlarining 4-kurs talabalari uchun mo‘ljallangan bo‘lib, “Ingliz tilini o‘qitish metodikasi” yo‘nalishi bo‘yicha to‘rtinchi kursda o‘qitiladigan barcha mavzularni o‘z ichiga oladi. Ushbu fan bo'yicha o'quv qo'llanma o'quvchiga, asosan, bo'lajak o'qituvchilarga chet tilini o'qitishning zamonaviy usullari, talabalarda chet tili nutq ko'nikmalarini shakllantirishda uslubiy bilimlarning roli va o'rni haqida tushuncha beradi.

Ma’ruza darsining har bir mavzusi o‘rganilayotgan materialning maqsadlari, tayanch so‘z va iboralar, o‘rganilayotgan mavzuning asosiy matni, ma’ruza mavzusiga oid savollar, test savollari, dars va mustaqil ishlarda bajariladigan mashqlardan iborat. Ushbu darslikda test topshiriqlari, lug‘at va foydalanilgan adabiyotlar ro‘yxati ham mavjud.

ПРЕДИСЛОВИЕ

Данный учебник «English Language Teaching Methodology» представляет собой курс лекций, направленный на основные проблемы, с которыми сталкивается учитель при обучении иностранному языку в школе, а также раскрывает суть и решение данных проблем. Настоящий учебник предназначен для студентов IV курса языковых институтов и включает все темы, которые проходят IV курсе по аспекту «Методика преподавания английского языка». Учебник по данной дисциплине дает читателю, главным образом, будущим учителям, представление о современных методах обучения иностранному языку, о роли и месте методических знаний в формировании у обучающихся иноязычных речевых навыков.

Каждая тема лекционного занятия состоит из целей изучаемого материала, ключевых слов и выражений, основного текста изучаемой темы, вопросы по теме лекции, контрольных вопросов, упражнений, выполняемых на уроке и самостоятельных работ. В данном учебнике включены также тестовые задания, глоссарий и список используемой литературы.

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THEME 1. A BRIEF HISTORY OF TEACHING METHODS OF FOREIGN LANGUAGES AND ITS DEVELOPING STAGES.

Key points:

- History of TFL throughout history.
- A brief history of methodology.
- Teaching foreign languages in Uzbekistan.

Learning Objectives

SWAT:

- understand the historical development of teaching a foreign language methodology;
- explore the evolution of TFL (Teaching Foreign Languages) methods;
- examine the approach to teaching foreign languages in Uzbekistan;
- gain insights into the brief history of methodology in language education.

Key words and phrases: TFL methodology, approach, language learning, foreign language, second language, ancient civilizations, modern era

The teaching of foreign languages has undergone significant changes throughout history, shaped by evolving theories of language, pedagogy, and learning. From classical traditions focused on reading and translation to modern approaches emphasizing communication and technology, each stage reflects broader cultural and intellectual movements of its time. This paper outlines the key stages in the development of foreign language teaching methods, highlighting their defining features and theoretical foundations.

Historically, foreign language instruction began with the **Grammar-Translation Method (GTM)**, which dominated European language teaching for centuries. Originally rooted in the teaching of classical languages such as Latin and Greek, this method emphasized the memorization of vocabulary and grammatical rules, as well as the translation of texts from the target language into the learner's native tongue. Instruction typically occurred in the students' first language, and there was little to no emphasis on speaking or listening skills (Richards & Rodgers, 2014, p. 5). GTM was primarily designed to help learners read

and appreciate classical literature, rather than communicate effectively in the target language.

In the late 19th century, dissatisfaction with GTM gave rise to the **Reform Movement**, which emphasized the importance of spoken language and pronunciation. Influenced by developments in phonetics and psychology, reformers advocated for inductive learning and the teaching of pronunciation through phonetic transcription. Scholars such as Henry Sweet and Wilhelm Viëtor criticized traditional methods and promoted a more scientific approach to language teaching. Viëtor famously argued that “the practical study of speech must form part of the language teacher’s equipment” (Viëtor, 1882, as cited in Howatt & Widdowson, 2004, p. 172). This movement laid the groundwork for more communicative and oral-based methods that followed.

The **Direct Method**, emerging in the early 20th century, built upon the principles of the Reform Movement. It rejected the use of the native language in the classroom, instead promoting immersion in the target language. Grammar was taught inductively, and vocabulary was introduced through demonstration, objects, and visual aids, rather than translation. Real-life communication and everyday speech were at the heart of this approach, aiming to mimic the way people naturally acquire their first language (Richards & Rodgers, 2014, p. 9). However, the Direct Method had limitations, particularly in contexts with limited resources or non-native teachers, making it difficult to implement on a wide scale.

In the mid-20th century, the **Audiolingual Method** rose to prominence, particularly in the United States during and after World War II. This method was influenced by behaviorist theories of learning, especially B.F. Skinner’s view of language as a set of habits formed through stimulus-response reinforcement (Skinner, 1957, p. 31). Language learning, in this view, was a matter of conditioning: learners acquired new habits through repetition, drills, and memorization. Grammatical structures were taught in a fixed sequence, and error correction was emphasized to prevent the formation of “bad habits.” Speaking and listening were prioritized, but the focus remained on form rather than meaning (Richards & Rodgers, 2014, p. 55). Despite initial success, the method was later criticized for producing learners who could perform drills but lacked the ability to communicate spontaneously or understand language in real-world contexts.

The 1970s saw the emergence of the **Communicative Language Teaching (CLT)** approach, which fundamentally changed the goals of

language education. Influenced by sociolinguistic theories, particularly those of Dell Hymes, CLT emphasized the development of “communicative competence”—the ability to use language appropriately in different social contexts (Hymes, 1972, p. 277). This approach prioritized fluency over accuracy, encouraged interaction, and focused on meaningful communication rather than rote memorization or structural drills. Lessons were often centered around real-life tasks, and materials included authentic texts, dialogues, and role-plays. CLT also integrated all four language skills—listening, speaking, reading, and writing—into the learning process (Richards & Rodgers, 2014, pp. 85–90).

Building on CLT, more recent approaches such as **Task-Based Language Teaching (TBLT)** and **Content and Language Integrated Learning (CLIL)** have emphasized the importance of meaningful tasks and content-rich instruction. In these approaches, language is learned not in isolation but through engagement with real-world topics or academic subjects. Furthermore, the rise of technology in education has led to **blended learning**, **flipped classrooms**, and **online platforms** that support personalized and flexible language instruction.

Contemporary language teaching is often characterized by **post-method pedagogy**, which rejects the idea that one method fits all learners. Instead, educators draw on multiple approaches and adapt their methods to the learners’ needs, contexts, and goals. Kumaravadivelu (2006) argues that “no single method is suitable for all learners, all contexts, or all purposes” (p. 170), emphasizing the need for critical reflection, learner autonomy, and contextual awareness in teaching. Teachers today are increasingly encouraged to be eclectic, integrating grammar instruction, communicative practice, cultural content, and digital tools as needed.

In addition to methodological plurality, current trends also highlight the importance of **intercultural competence** and **critical pedagogy**. These perspectives view language education not only as a cognitive process but also as a social and political act. Learners are encouraged to think critically about language, identity, and power, and to appreciate linguistic diversity and multilingualism. The history of foreign language teaching methods reflects broader shifts in our understanding of language and learning. From the rigid formalism of grammar-translation to the fluid adaptability of post-method pedagogy, each stage offers insights into how we can better support language learners. Understanding this historical progression equips teachers to make informed decisions in their classrooms, blending tradition with innovation to meet the diverse needs of 21st-century learners.

Language education in Uzbekistan has undergone a profound transformation over the past three decades. From Soviet-era traditionalism to post-independence modernization, the development of foreign language teaching in Uzbekistan reflects a broader alignment with international pedagogical trends. In particular, the country's embrace of communicative methods, early language instruction, technological integration, and international standards demonstrates a deliberate strategy to modernize its educational system and enhance its global connectivity. The historical background and current trajectory of foreign language education in Uzbekistan highlight how global trends have been adopted and localized.

During the Soviet period, language instruction across the USSR, including Uzbekistan, followed a rigid, centralized model based on the Grammar-Translation Method. Instruction prioritized reading and writing, vocabulary memorization, and the translation of classical or technical texts, with minimal attention to communicative competence or oral fluency (Howatt & Widdowson, 2004, p. 256). The approach emphasized linguistic form over function and was primarily designed for academic and ideological purposes rather than for real-life communication. Following Uzbekistan's independence in 1991, foreign language education was identified as a critical area for reform. The government recognized the need for citizens to access global knowledge, engage in international trade, and study abroad. As a result, efforts were initiated to replace outdated Soviet models with more communicative, learner-centered approaches aligned with global best practices (Richards & Rodgers, 2014, p. 85).

One of the most significant global trends adopted in Uzbekistan has been Communicative Language Teaching (CLT). Rooted in the sociolinguistic concept of communicative competence (Hymes, 1972, p. 277), CLT emphasizes the functional use of language in real-world contexts, focusing on meaning-making and interaction rather than on rote memorization of grammar and vocabulary. In Uzbekistan, this shift materialized through curricular revisions, new textbooks, and teacher training programs. The National Curriculum for Foreign Languages, revised multiple times since the early 2000s, began emphasizing the four language skills (listening, speaking, reading, and writing), authentic materials, and student-centered activities. The move away from form-focused instruction toward task-based and communicative methods was further solidified through teacher retraining programs, many of which

were supported by international organizations such as the British Council and Cambridge Assessment (Kumaravadivelu, 2006, p. 170).

A turning point in Uzbekistan's language education policy came with the issuance of Presidential Decree No. 1875 (December 10, 2012), titled "On Measures to Further Improve the System of Learning Foreign Languages." This decree mandated the teaching of foreign languages—primarily English—from Grade 1 in all general secondary schools (Government of Uzbekistan, 2012). The decision echoed global research on early language learning, which argues that younger learners possess greater neuroplasticity and can achieve higher levels of fluency with sustained exposure (Richards & Rodgers, 2014, p. 93). The 2012 reform also emphasized aligning foreign language instruction with international standards and expanding foreign language education in pre-service and in-service teacher education. The government committed to publishing new textbooks, developing syllabi based on the Common European Framework of Reference for Languages (CEFR), and increasing student and teacher access to international language assessments such as IELTS and TOEFL.

Another global trend significantly affecting Uzbekistan's language education system is the integration of information and communication technology (ICT) into teaching and learning processes. This has included the use of interactive whiteboards, multimedia software, mobile applications, and online learning platforms. The COVID-19 pandemic greatly accelerated this trend, pushing schools and universities to adopt remote learning tools such as Google Classroom, Zoom, and local educational platforms like "EduMarket" and "Kundalik." According to Richards and Rodgers (2014), digital learning is an integral component of modern communicative pedagogy as it fosters autonomous learning, increases exposure to authentic language input, and provides opportunities for interactive practice (p. 217). Uzbekistan's Ministry of Public Education has supported the development of digital English courses, video lessons, and virtual testing platforms, reflecting a national strategy to leverage EdTech in education.

The alignment of foreign language education with international proficiency benchmarks is another trend adopted in Uzbekistan. The Common European Framework of Reference (CEFR) is now widely used as a guide for curriculum development and assessment in schools and universities. Many institutions have integrated CEFR-aligned outcomes, and English language proficiency has become a requirement for

university admissions, civil service positions, and even academic promotions (British Council Uzbekistan, 2021). Moreover, international certifications such as IELTS, TOEFL, and Cambridge English exams are increasingly recognized as valid indicators of language proficiency. These exams have not only raised standards but also created measurable goals for both students and educators. This movement reflects a broader global trend toward standardized assessment and quality assurance in language education (Kumaravadivelu, 2006, p. 168).

While English remains the dominant foreign language in Uzbekistan, the country's policy increasingly promotes multilingualism and intercultural awareness. Languages such as German, French, Chinese, Korean, Turkish, and Russian are taught in various educational institutions in line with Uzbekistan's expanding diplomatic and economic ties. This reflects a global recognition of linguistic diversity and the role of language in fostering intercultural understanding and global citizenship (Howatt & Widdowson, 2004, p. 299). Furthermore, recent educational materials incorporate cultural content and global perspectives, aiming to develop learners' intercultural competence alongside linguistic ability. This aligns with the UNESCO Global Education Agenda, which emphasizes the role of language learning in promoting sustainable development and international dialogue (UNESCO, 2015).

The history of foreign language education in Uzbekistan reveals a dynamic and responsive system that has actively engaged with global trends in language pedagogy. From shifting away from grammar-based instruction toward communicative methods, to embracing early language learning, digital technologies, and international assessment standards, Uzbekistan has made concerted efforts to modernize its foreign language teaching practices. These reforms reflect not only a desire to improve educational outcomes but also a strategic vision to position Uzbekistan within the global community. As globalization continues to reshape education, Uzbekistan's language policy is likely to evolve further, guided by both international best practices and local educational needs.

Questions:

1. What is teaching methodology? What principles, practices, and techniques are employed in teaching a particular subject?
2. Do you find effective language teaching methodologies for language acquisition and communication to be important? Yes or No? Explain your choice.

3. What was the historical emphasis on Russian language education due to Soviet influence?
4. What kind of focus on teaching English and other foreign languages to meet global demands should be provided to promote language learning?
5. What is the role of formal schooling, language institutes, and private language schools?
6. What global trends have been undertaken in the history of foreign language development in Uzbekistan?

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In-class Activities:

1. In small groups discuss the impact of historical developments on current language teaching practices. Investigate a specific teaching methodology and its application in language education.
2. Each small group will be assigned a specific period (e.g., ancient civilizations, Middle Ages, 20th century). Create a timeline illustrating key developments in teaching methodologies for foreign languages during their assigned period. After, groups present their timelines to the class, highlighting significant events and methodologies.
3. A pair of students will be provided with case studies or historical documents describing language teaching practices in different periods or regions (e.g., ancient Greece, medieval Europe, 19th-century Japan). Analyze the similarities and differences between the teaching methods used in each case study.
4. Perform a role-play being divided into roles representing different historical figures or stakeholders in language education (e.g., ancient language tutor, medieval scholar, 20th-century linguist) and assigned a specific scenario related to language teaching (e.g., tutoring a noble's child in Latin, designing a language curriculum for a colonial school). In groups, role-play your assigned scenarios, incorporating elements of the teaching methodologies and historical context discussed in the lesson.
5. **Project work:** Research the history of teaching foreign languages in Uzbekistan, focusing on key events, policies, and educational reforms. Compile your findings into presentations, posters, or written reports, highlighting significant milestones in language education in Uzbekistan. Explore primary and secondary sources, including interviews with language educators or policymakers, to gain insights into the local context.

6. **Debate:** The class will be divided into two teams representing contrasting perspectives on language teaching methodology (e.g., traditional vs. communicative approaches). Each team will prepare arguments supporting their chosen perspective, drawing on historical examples and contemporary research, and presenting their arguments and counterarguments on different teaching methodologies.

7. **Interactive Multimedia Presentation:** Create multimedia presentations (e.g., videos, slideshows, interactive websites) showcasing the evolution of teaching methodologies for foreign languages. Include visual aids, audio clips, and interactive elements to engage your peers and illustrate key concepts. Have time to present your projects to the class, Answer Key the questions, and discuss afterward.

8. Choose one of the suggested topics to discuss individually, in pairs, or as a whole class:

a) **Ancient Civilization:** Language learning intertwined with cultural and trade exchanges. Language learning is facilitated by interaction and necessity.

b) **Middle Ages and Renaissance:** Dominance of the Grammar-Translation Method. Latin as the language of scholarship; the Grammar-Translation Method prevalent.

c) **18th and 19th Centuries:** Emergence of new methods like the Direct Method and establishment of language institutions. Shift towards oral communication with the emergence of the Direct Method.

d) **20th Century:** Proliferation of approaches including Audio-Lingual Method and Communicative Approach. Diversification of methodologies influenced by linguistic and psychological theories.

e) **Contemporary Developments:** Integration of technology, technological advancements in language teaching and learning.

Self-study tasks:

1. **Organizing extracurricular activities and independent work out of class in continuous education:** Brainstorm a list of potential extracurricular activities such as guest lectures, workshops, field trips, collaborative projects, industry meetups, online forums, etc. that could support the identified learning objectives such as acquiring new skills, deepening understanding of key concepts, fostering creativity, building professional networks, etc. Then, develop a timeline and action plan for implementing these activities throughout the continuous education

program. Define milestones, deadlines, and responsibilities to ensure smooth execution.

Use the following questions to reflect on what you have performed:

- How did the identified learning objectives guide the selection of extracurricular activities and independent work initiatives?
- What resources and support were essential for organizing these activities effectively?
- How did you promote engagement and participation among participants?
- What feedback did you receive, and how will you use it to improve future continuous education programs?

2. Teaching by Project Technologies in Different Levels:

Option 1: Select a simple scientific research question, create hypotheses, conduct experiments, and present your findings in class. For this task completion, use tablets/computers for research, digital cameras for documenting experiments, and presentation software (e.g., PowerPoint, Google Slides).

Option 2: To complete research within the field of study, write a thesis or research paper based on original research. Search for academic databases, data analysis tools, and reference management software.

THEME 2. GRAMMAR - TRANSLATION METHOD AND ITS PECULIARITIES.

Key points:

- The importance of the Grammar-translation method
- The main peculiarities of the grammar-translation method

Learning Objectives

SWAT:

- analyze and translate a passage from English into their native tongue;
- identify and analyze grammatical structures within the passage;
- demonstrate comprehension of vocabulary by translating words and phrases;
- practice translating sentences and passages from English into their native tongue to improve their language proficiency after getting feedback;

- discuss the cultural context of the passage extending their understanding of the language and its usage,

Key words and phrases: Grammar-Translation Method, native tongue, target language, explicit grammar instruction, modern language instruction, communicative abilities

The **Grammar-Translation Method (GTM)** is a traditional and historically significant approach to foreign language teaching that has profoundly shaped language education over the centuries. It traces its origins to the classical education systems of Europe, particularly in the 18th and 19th centuries, where it was primarily used for teaching classical languages such as Latin and Ancient Greek. The main goal at that time was not to foster oral communication but to enable students to access classical literature, philosophical texts, and scholarly works written in those languages (Richards & Rodgers, 2014, p. 5). Over time, the method was adapted for the teaching of modern foreign languages like French, German, and English, especially in secondary schools, where it became a dominant model throughout much of the 19th and early 20th centuries (Howatt & Widdowson, 2004, p. 151).

One of the most defining features of the Grammar-Translation Method is its **focus on written language** rather than spoken proficiency. Language learning in this model is treated as an academic subject, much like mathematics or logic, where students learn rules and apply them through exercises. Grammar is presented in a **deductive manner**—the teacher explains grammatical rules explicitly, often in the student's native language, and learners are expected to apply these rules to translate sentences or texts between their native language and the target language (Richards & Rodgers, 2014, p. 6). The method is highly **teacher-centered**, with the teacher serving as the primary authority in the classroom, controlling both the content and the pace of instruction. Students are usually passive recipients of knowledge, expected to memorize vocabulary, verb conjugations, and grammatical paradigms, and to demonstrate mastery through written translation and grammar exercises (Howatt & Widdowson, 2004, p. 153).

Vocabulary is typically taught in the form of **bilingual word lists**, and learners are required to memorize these words along with their direct translations. This approach is based on the assumption that the meaning of words can be fully understood through equivalent translations, without the need for context or communicative practice. Reading comprehension

is developed through the study of literary texts, which are often artificially constructed or taken from classical literature to showcase specific grammar points. These texts are used less for their content or cultural value than for their function in demonstrating grammatical structures. Consequently, learners may develop a strong grasp of complex sentence structures and written syntax but struggle to understand or produce natural spoken language in real-life situations (Richards & Rodgers, 2014, p. 7).

In terms of **classroom activities**, the Grammar-Translation Method relies heavily on translation exercises, fill-in-the-blank grammar tasks, and sentence-level manipulation. For example, students might be asked to translate a paragraph from English into their native language or vice versa, to conjugate verbs in different tenses, or to identify parts of speech in a given sentence. There is usually little to no emphasis on pronunciation, listening comprehension, or spontaneous speaking. Because of this, GTM does not aim to develop communicative competence, which, according to Hymes (1972), is the ability not only to form grammatically correct sentences but also to use language appropriately in various social contexts (p. 277).

Critics of the method have pointed out that the **lack of focus on oral skills** makes it inadequate for learners who need to use the language for everyday communication, travel, or international work. Students may become highly proficient in grammar and translation but be unable to carry out a simple conversation. In addition, the **heavy reliance on memorization** and abstract grammar rules can make learning tedious and demotivating for many students, especially those who prefer experiential or interactive learning (Richards & Rodgers, 2014, p. 7). Furthermore, GTM often does not account for learners' individual needs or learning styles, as it treats all students as if they learn best through rule memorization and written exercises.

However, the Grammar-Translation Method is not without its defenders. Some educators argue that it still has value, particularly in contexts where **reading comprehension** and **academic literacy** are the primary goals. In higher education, for instance, students in fields such as literature, theology, or law may benefit from the detailed grammatical analysis and translation practice that GTM provides. It can also serve as a **complementary approach**, supporting other methods that focus more on communication and fluency. In test-oriented education systems, where grammar accuracy and reading skills are heavily assessed, the method may still be widely used, especially in non-communicative classroom environments (Howatt & Widdowson, 2004, p. 156).

In modern language teaching, the Grammar-Translation Method is often viewed as outdated, especially in light of **communicative approaches** that prioritize meaningful interaction, cultural relevance, and student engagement. Nevertheless, its influence remains visible in many educational settings, particularly in parts of the world where resources are limited or where language instruction is shaped by high-stakes exams. Its persistence highlights the tension between traditional and modern pedagogies, and the challenges educators face in reforming entrenched educational practices.

In conclusion, the Grammar-Translation Method is characterized by its emphasis on explicit grammar instruction, vocabulary memorization, translation tasks, and reading comprehension, all conducted primarily in the learner's native language. While its limitations in developing communicative competence are well-documented, its structured, rule-based approach continues to appeal in certain academic and examination-focused contexts. Understanding its peculiarities and historical role provides valuable insight into the evolution of foreign language pedagogy and the ongoing debates about effective language instruction in diverse educational systems.

Questions:

1. How does GTM lay a strong foundation in grammatical knowledge?
2. What is GTM's role in exploring literary texts and cultural heritage, especially in teaching classical languages like Latin and Greek?
3. What is the historical importance of GTM in formal language education and its contributions to language pedagogy?
4. How does GTM prioritize teaching grammatical rules and structures through deductive methods?
5. What are the challenges and benefits of using GTM? Share your experiences with grammar-focused learning and translation tasks.
6. How does GTM align with your language learning preferences and goals? Consider how elements of GTM can be integrated with modern teaching approaches for a balanced language learning experience.

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In-class Activities:

1. Review key grammar concepts and vocabulary relevant to the lecture text
2. Select a passage from a literary text. Read and analyze the passage together as a class, focusing on grammatical structures and vocabulary. As a variation, you may work individually or in pairs to translate selected sentences or paragraphs from the passage into your native tongue. After, exchange translations with peers for feedback and error correction. Clarify any misconceptions.
3. Choose a short passage in the target language along with its English translation. Identify grammatical structures, translate specific sentences, and compare nuances between languages. Label and explain the grammatical elements in each sentence.
4. Scatter the vocabulary cards with words from the target language and their translations in the native language face down on a table. In pairs or small groups, take turns flipping over two cards at a time to find matching pairs of words and translations. Use the vocabulary in constructing sentences to reinforce your understanding.
5. Discuss the central role of translation exercises in GTM for vocabulary acquisition and understanding of syntax.
6. Describe the use of vocabulary lists and memorization techniques in GTM to build vocabulary.
7. Highlight the teacher's role in delivering instruction, explaining grammar rules, and conducting translation exercises.
8. Follow the role-play scenarios related to everyday situations or cultural interactions. Based on the dialogue scripts in the target language

for each role-play scenario, translate the dialogue into your native language and then perform the role-play in both languages, switching roles for practice.

Self-study tasks:

Some Features of Teacher's Competence in Teaching Different Levels:

1. To advance your academic knowledge and make a contribution to the academic community, conduct original research and publish your findings in some academic scientific research journals designed for students and teachers. In particular, choose a topic of your investigation, write an article related to the selected topic, and participate in an academic conference, presenting your findings. As a variation, you can collaborate with peers on research projects too.

2. Choose one of the suggested methods such as *flipped classrooms*, *problem-based learning*, or *online instruction*. Design and implement innovative course curricula.

Features of Independent Learning in Different Levels (Primary, Secondary Education, College, Lyceum)

3. You will be provided with pre-recorded lectures or reading materials on the topic of your interest to study at home. After you get prepared with this material, come to class and discuss the problem you explored sharing all possible problem-solving decisions.

4. Select one of the suggested topics and write a short piece of reflection, i.e. what challenges and benefits these types of learning possess:

- *Interdisciplinary Learning*
- *Online Learning Platforms*
- *Flipped Classroom*
- *Project-Based Learning*
- *Reading Time*

THEME 3. THE IMPORTANCE OF THE AUDIO-LINGUAL METHOD IN THE TEACHING PROCESS.

Key points:

- The concept of the audio-lingual method.
- Learners' features and their peculiarities in the process of FLT.

Learning Objectives

SWAT:

- understand the importance of the ALM in Foreign Language Teaching
- define the concept of the ALM and its key components
- investigate the importance of the ALM in the language teaching process.

Key words and phrases: ALM (audio-lingual method), language teaching process, error correction, accuracy, audio materials, target language, native language

The Audio-Lingual Method (ALM), which rose to prominence in the 1950s and 1960s, represents a pivotal shift in foreign language teaching by emphasizing oral skills and behavioral learning principles. Rooted in behaviorist psychology and structural linguistics, ALM was developed as a direct response to the limitations of the traditional Grammar-Translation Method, which focused primarily on reading, writing, and grammatical analysis but neglected speaking and listening skills. This method places the **acquisition of spoken language and correct pronunciation** at the forefront of instruction, reflecting a new understanding of language learning as a process of habit formation rather than conscious rule learning (Richards & Rodgers, 2014, p. 54). The underlying assumption of ALM is that language is a system of structurally related patterns, and mastery of these patterns through repetition and reinforcement leads to fluent, automatic language use (Larsen-Freeman, 2000, p. 49).

One of the most important features of the Audio-Lingual Method is its systematic use of **drills and pattern practice** as a means to instill correct language habits. These drills—such as repetition drills, substitution drills, transformation drills, and question-and-Answer Key drills—are designed to provide learners with extensive practice in producing correct linguistic forms without relying on translation or

explicit grammar explanations (Richards & Rodgers, 2014, p. 56). For example, learners might repeat a sentence after the teacher, substitute words in a given pattern, or transform affirmative sentences into negatives or questions. This structured and repetitive practice serves to internalize grammatical structures and phonological patterns, enabling learners to respond quickly and accurately in spontaneous speech. By engaging in these controlled exercises, students are believed to form neural habits, reducing errors and promoting fluency in oral communication.

The **oral focus of ALM** was particularly significant in the context of the Cold War and post-World War II era when there was a practical demand for rapid acquisition of spoken foreign languages, especially English, for diplomatic, military, and economic purposes (Larsen-Freeman, 2000, p. 50). The method's emphasis on listening comprehension and oral production was seen as a pragmatic approach to preparing learners for real-world communicative tasks. Unlike the Grammar-Translation Method, which treated the native language as the medium of instruction, ALM used the target language almost exclusively in the classroom, providing learners with maximum exposure to authentic speech patterns and intonation (Richards & Rodgers, 2014, p. 55). This immersion in the foreign language environment is credited with helping students develop a better ear for pronunciation and natural rhythm.

In addition to promoting oral skills, the Audio-Lingual Method introduced **rigorous classroom management and lesson planning techniques**. Lessons were typically carefully sequenced, beginning with listening to model dialogues, followed by mimicry and repetition, then drilling variations of sentence patterns, and eventually culminating in more spontaneous use of language within controlled limits (Richards & Rodgers, 2014, p. 58). Such clear and predictable structure helped teachers, especially non-native instructors, deliver lessons efficiently and maintain classroom discipline. Another pedagogical characteristic of ALM is the **immediate correction of errors** during drills to prevent learners from developing bad habits, reflecting the behaviorist theory that errors, if not corrected promptly, become entrenched and harder to unlearn (Larsen-Freeman, 2000, p. 51).

Despite its clear strengths, the Audio-Lingual Method has also been subject to extensive criticism, particularly for its **over-reliance on rote repetition and mechanical drills**, which can lead to monotonous and uninspiring lessons (Richards & Rodgers, 2014, p. 61). Critics argue that ALM often fails to engage learners in meaningful communication or

encourage the creative use of language in authentic contexts. While the method is effective in developing certain linguistic habits, it does not address the socio-pragmatic aspects of language use, such as understanding context, nuance, and cultural appropriateness (Larsen-Freeman, 2000, p. 52). Furthermore, ALM's exclusive focus on oral skills and neglect of reading and writing can be problematic in academic settings where literacy skills are essential. Some learners also find the absence of explicit grammar explanations confusing, and the intense repetition exhausting, which may impact motivation negatively.

Nevertheless, the legacy of the Audio-Lingual Method is significant in the history of language teaching. It introduced important innovations such as the systematic use of **audio-lingual drills, focus on pronunciation, and the incorporation of listening comprehension into early language instruction**—features that have been integrated into many modern communicative approaches. ALM also highlighted the need for clear teaching procedures and the role of the teacher as a facilitator of controlled practice. In many parts of the world, especially in contexts where oral proficiency and rapid language acquisition are priorities, the method's principles continue to influence language pedagogy. Its contributions paved the way for later developments that sought to balance structural accuracy with meaningful communication.

In summary, the importance of the Audio-Lingual Method in the teaching process lies in its pioneering role in emphasizing oral skills, systematic repetition, and habit formation through behaviorist-inspired drills. It responded to a critical need for functional spoken language proficiency during a key historical period and established teaching practices that helped standardize language instruction. Although later methodologies have moved toward more communicative and learner-centered paradigms, ALM's focus on listening, speaking, and pronunciation remains an integral part of effective language teaching today.

Questions:

1. What are the core principles of the Audio-Lingual Method (ALM), and how are they influenced by behaviorist learning theory?
2. In what ways does ALM promote oral proficiency, and why is this focus considered essential in foreign language teaching?
3. How does the method utilize repetition and error correction to enhance language learning, and what benefits does this bring to learners?

4. What types of learners are most likely to succeed with ALM, and what learner characteristics are particularly important for this method?
5. How can teachers adapt the primarily auditory focus of ALM to support visual or kinesthetic learners in the classroom?
6. Despite its emphasis on speaking and listening, how can ALM be expanded to include reading and writing skills to ensure balanced language development?

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In-class Activities:

1. Identify characteristics of ALM through brainstorming on a worksheet. Then, discuss learners' preferences and learning styles that align with ALM, such as auditory learners who benefit from audio-based activities and repetition.
2. Explore the following peculiarities such as the need for structured learning, tolerance for repetition, and focus on accurate pronunciation and share in class.
3. Create a role-play scenario where students act as language teachers using ALM to teach a specific language skill. Here are the instructions to follow:

Students are divided into pairs. One student plays the role of a language teacher using ALM, while the other student acts as a language learner. The language teacher presents a short dialogue or audio recording in the target language, conducts a pattern drill, and provides immediate feedback to the learner.

4. You will be divided into small groups and provided with scenarios where effective communication in a foreign language is crucial (e.g., traveling, business meetings). Each group discusses how ALM can help learners develop the necessary language skills for these scenarios.

5. You will be provided with descriptions of different language teaching methods, including ALM, Communicative Language Teaching (CLT), and Direct Method. Compare and contrast ALM with other methods, highlighting its unique features and benefits.

6. According to a learning styles assessment tool or questionnaire provided by your teacher, identify your preferred learning styles (e.g., auditory, visual, kinesthetic). Then discuss how ALM caters to different learning styles, particularly auditory learners.

7. You will be formed into heterogeneous groups based on learning styles (e.g., auditory learners, visual learners, kinesthetic learners). Each group will be assigned a task related to ALM, such as creating an audio-based language drill, designing visual aids for vocabulary reinforcement, or developing kinesthetic activities for grammar practice.

Self-study tasks:

Lesson Planning of Teaching Foreign Languages at Different Levels

1. Create an interactive game (e.g., matching pictures to words) or vocabulary flashcards drills related to basic vocabulary and simple sentence structures development based on using flashcards, songs, and games to introduce new words.

2. Construct role-playing scenarios or short audio clips followed by questions to improve listening comprehension and speaking skills based on delivered listening exercises and simple conversation practice to your target learners.

3. Select any multimedia resources to introduce your target learners to the culture associated with the language. Have your learners watch short videos about cultural festivals, create cultural artifacts (e.g., masks, flags), and learn songs from the target culture.

4. Develop reading comprehension exercises assigning your target learners with reading passages and followed by writing tasks based on writing short essays or diary entries, and summarizing stories.

5. Integrate cultural studies into language lessons by having your target learners to make a research on cultural topics, participating in

cultural exchange programs, and cooking traditional dishes from the target culture.

6. Select a literary text to enhance critical thinking and discussion skills of your target learners in the English language. Have the learners read, analyze the text and discuss the main issues covered in the assigned text. As a followed-up activity, have the learners write critical essays on the topic of the text.

THEME 4. MAIN FEATURES OF THE DIRECT METHOD.

Key points:

- Background of the Direct method
- Advantageous and disadvantageous effects of the Direct method in FLT.

Learning Objectives

SWAT:

- understand the Direct Method in language teaching;
- identify and explain the main features of the Direct Method;
- explore the background and historical context of the Direct Method;
- analyze and evaluate the advantageous and disadvantageous effects of the Direct Method in FLT;
- develop critical thinking, analysis, and synthesis of information to form well-rounded viewpoints on the topic.

Key words and phrases: Direct Method, FLT, natural language acquisition, target language, authentic materials, speaking and listening skills, communication skills, interactive activities

The Direct Method, also known as the Natural Method, emerged in the late 19th and early 20th centuries as a reaction against the Grammar-Translation Method's heavy reliance on the learner's native language and written texts. Its primary aim was to create a more natural language learning environment by emphasizing **oral communication and immersive learning**. One of the main features of the Direct Method is the exclusive use of the **target language** in the classroom, with the teacher refraining from using the learners' native language for explanations, translations, or instructions (Richards & Rodgers, 2014, p. 30). This immersion approach aligns with the naturalistic way children acquire their first language, focusing on meaning and usage rather than abstract

grammatical rules. Instead of explicit grammar instruction, the Direct Method promotes **inductive learning**, where learners infer grammatical structures and language patterns through exposure and use in context, encouraging active engagement and discovery (Larsen-Freeman, 2000, p. 32).

Another distinctive characteristic of the Direct Method is its strong emphasis on **oral skills**. The classroom is predominantly oral, with speaking and listening prioritized over reading and writing, especially in the initial stages of learning. Learners are encouraged to respond spontaneously to questions, participate in dialogues, and describe objects or actions using the target language (Richards & Rodgers, 2014, p. 31). Pronunciation and intonation are given special attention to help students approximate native-like speech. This oral focus reflects the method's belief that spoken language is primary, and literacy skills should develop only after basic communicative competence is established. In contrast to the repetitive drills of the Audio-Lingual Method, the Direct Method favors **natural interaction**, using everyday vocabulary and practical topics to facilitate meaningful communication (Larsen-Freeman, 2000, p. 33).

The method also employs the use of **visual aids and realia**, such as pictures, objects, and gestures, to convey meaning and introduce new vocabulary, thus avoiding translation and facilitating comprehension in the target language. This multi-sensory approach helps learners associate words and phrases directly with their referents or concepts, fostering a more intuitive grasp of the language (Richards & Rodgers, 2014, p. 32). Additionally, the Direct Method insists on **correct language use from the outset**, with teachers providing immediate feedback and correction to prevent the formation of errors. Mistakes are seen as harmful habits that can interfere with fluency, so accuracy is closely monitored during oral practice (Larsen-Freeman, 2000, p. 34).

Unlike the Grammar-Translation Method, which relies heavily on the written word, the Direct Method encourages learners to **read aloud** rather than silently and introduces writing only after sufficient oral proficiency is attained. Reading materials are carefully chosen to reflect everyday situations, and comprehension is assessed through oral questioning rather than written exercises (Richards & Rodgers, 2014, p. 33). Writing instruction follows a natural progression from speaking and listening, reinforcing language patterns that have already been internalized orally. This sequencing underscores the method's holistic

view of language learning as a process that begins with speech and gradually incorporates literacy.

Despite its innovations, the Direct Method has faced practical challenges, particularly in large or mixed-ability classes where exclusive use of the target language and personalized oral interaction may be difficult to maintain. Critics also point out that its focus on immediate correction and accuracy can create anxiety and inhibit learners' willingness to communicate freely (Richards & Rodgers, 2014, p. 35). Moreover, the method's limited focus on explicit grammar instruction may leave some learners unclear about complex language rules, especially in languages with intricate morphology.

Nevertheless, the Direct Method's contribution to language pedagogy is substantial. It introduced the importance of **target language immersion**, oral communication, and the use of context and visual aids to convey meaning—principles that have deeply influenced contemporary communicative language teaching. The method's naturalistic approach helped shift language teaching away from rote memorization toward interactive and meaningful use of language, laying foundational ideas for later developments in language education.

Questions:

1. Why was the Direct Method developed, and what shortcomings of the grammar-translation method did it aim to address?
2. What are the key features of the Direct Method, particularly in terms of classroom language use and grammar instruction?
3. How does the Direct Method help students improve their oral fluency and communicative competence in the target language?
4. What role do visual aids, gestures, and real-life materials (realia) play in the Direct Method, and why are they important?
5. What challenges might teachers face when implementing the Direct Method in a typical classroom setting?
6. In your opinion, how could the disadvantages of the Direct Method be addressed while maintaining its communicative focus?

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In-class activities:

1. Present a visual chart or diagram outlining the key features of the Direct Method, such as target language use, focus on oral communication, contextual learning, avoidance of translation, and use of visual aids. Then, discuss as a whole class, elaborating on each feature and providing examples.
2. Provide a historical overview of language teaching methods leading up to the development of the Direct Method, including the limitations of grammar-translation approaches. After discussing the influential figures and theories that contributed to the emergence of the Direct Method.
3. In small groups, select and negotiate about one advantage of the Direct Method, such as *promoting natural language use, developing oral proficiency, enhancing communication skills, and fostering cultural understanding*. Each group prepares a presentation or discussion highlighting examples and scenarios demonstrating the selected advantage.
4. In small groups, select and negotiate about one advantage of the Direct Method, such as *limited focus on grammar, challenges with complex concepts, resource intensity, and teacher competence*. Conduct research and present case studies or examples illustrating the selected disadvantage and its impact on language learning outcomes.
5. Organize a debate or discussion where students take on roles and present arguments supporting or critiquing the Direct Method based on its features, background, advantages, and disadvantages in FLT.
6. In small groups after being assigned role-play scenarios reflecting the main features of the Direct Method by your teacher, such as a restaurant conversation, a shopping dialogue, or a travel situation,

perform the role-plays using the target language, focusing on natural communication and contextual understanding. The role-play should be followed with feedback done by your teacher.

7. Create a timeline template with key milestones in the development of language teaching methods, including the emergence of the Direct Method. Conduct research adding important events, figures, and theories related to the background of the Direct Method.

Self-study tasks:

Technologies of Teaching Grammar

1. Create content based on teaching basic grammar rules through engaging activities, e.g., the Kahoot app can be used for this purpose to focus on checking learners' grammar concepts.

2. Use the following apps: Learn English Grammar (by the British Council) and Grammar polis to have your target learners practice grammar knowledge and skills.

3. Discuss the following platforms, like Coursera or edX for taking grammar courses and completing of course assignments. Practice at least one of the suggested apps covering advanced grammar topics. The results of your work should be done in the form of screenshots, stored in one file, and presented for assessment

4. Create and present collaborative research papers using shared documents with real-time editing features. Develop and perform a presentation that focuses on correct grammar usage.

5. Use language lab software that offers grammar exercises and assessments. Engage in language lab sessions using software like Rosetta Stone or Sanako. Complete grammar drills and interactive activities in the lab.

Technologies of Teaching Listening

6. To develop basic listening skills and comprehension, use audio storybooks and apps narrating stories with clear, slow speech. Have your target learners to listen to stories on apps like Epic! or Raz-Kids and Answer Key comprehension questions. While listening to the text, identify key words and phrases.

7. To develop the listening skills of your target learners, use multimedia resources, incorporating videos that focus on listening comprehension. Find some educational videos on platforms like TED-Ed and YouTube. Construct a series of questions to be Answer Keyed by your

learners after watching the videos provided for listening practice with native speakers.

THEME 5. COMMUNICATIVE LANGUAGE TEACHING (CLT).

Key points:

- The background of CLT main peculiarities of the method
- CLT use in FLT

Learning Objectives

SWAT:

- explore the background and theoretical foundations of CLT;
- identify and explain the main peculiarities or characteristics of CLT as a language teaching method;
- analyze the application of CLT in FLT contexts and its benefits;
- use language in meaningful contexts;
- apply communicative strategies, and reflect on their experiences using CLT principles

Keywords and phrases: *CLT, FLT, grammatical accuracy, fluency, sociolinguistic appropriateness, strategic competence, language use, cultural situations, authentic materials*

Communicative Language Teaching (CLT), which gained prominence in the 1970s and 1980s, represents a paradigm shift in language education from traditional grammar-focused instruction to an approach centered on the ability to communicate effectively in real-life situations. At its core, CLT emphasizes the development of **communicative competence** rather than mere mastery of grammatical forms, a concept introduced by Dell Hymes (1972) to encompass not only linguistic knowledge but also the social and pragmatic skills necessary for meaningful interaction (Richards & Rodgers, 2014, p. 121). This shift arose as a response to the limitations of earlier methods such as the Grammar-Translation and Audio-Lingual Methods, which, despite their focus on accuracy and structure, failed to adequately prepare learners for spontaneous and functional use of language in authentic contexts (Larsen-Freeman, 2000, p. 146).

A fundamental feature of CLT is its focus on **meaningful communication** rather than rote memorization of rules or isolated vocabulary. The classroom activities are designed to simulate real-life situations that require learners to use language for practical purposes, such

as requesting information, expressing opinions, or solving problems collaboratively. This learner-centered approach promotes active participation, encouraging students to negotiate meaning, take risks, and engage creatively with the language, thereby fostering greater motivation and retention (Richards & Rodgers, 2014, p. 123). Teachers in CLT act as facilitators or guides, providing opportunities for interaction rather than simply delivering knowledge, and adapting materials to meet learners' communicative needs and interests.

Another significant aspect of CLT is its broad definition of competence, which extends beyond grammatical correctness to include **sociolinguistic, discourse, and strategic competencies**. Sociolinguistic competence involves understanding the social context of language use, including politeness norms, cultural conventions, and register (formal vs. informal language), while discourse competence relates to coherence and cohesion in spoken and written texts. Strategic competence refers to the ability to compensate for communication breakdowns, such as using paraphrase or asking for clarification (Richards & Rodgers, 2014, p. 124). These expanded dimensions acknowledge that effective communication is not solely about accuracy but also about appropriateness and clarity in diverse social situations.

In terms of methodology, CLT encourages the use of **authentic materials**—such as newspapers, menus, advertisements, and recordings of native speakers—which expose learners to natural language use and cultural contexts (Larsen-Freeman, 2000, p. 149). Tasks and projects are central to the approach, offering purposeful activities that integrate listening, speaking, reading, and writing skills in meaningful ways. Role-plays, group discussions, interviews, and problem-solving tasks provide learners with opportunities to practice language in context and develop fluency alongside accuracy. This contrasts sharply with earlier methods that often isolated language skills and relied heavily on mechanical drills or translation exercises.

Assessment in CLT also differs from traditional methods, focusing on the learner's ability to perform communicative tasks rather than merely reproduce correct forms. Tests often involve **performance-based assessments**, such as oral interviews, presentations, or role-plays, which evaluate how well students can use language in realistic settings (Richards & Rodgers, 2014, p. 126). This form of assessment aligns with the communicative goals of the approach and provides a more holistic picture of learners' language abilities.

Despite its many advantages, CLT has faced several criticisms and challenges. One major critique is that the emphasis on fluency and communication can sometimes come at the expense of accuracy, leading to fossilized errors or incomplete grammatical knowledge. Additionally, implementing CLT can be demanding for teachers and institutions, requiring well-trained instructors, small class sizes, and access to authentic materials, conditions that are not always available, especially in resource-limited contexts (Larsen-Freeman, 2000, p. 153). Furthermore, cultural differences may affect the appropriateness of certain communicative activities, necessitating careful adaptation of tasks to fit local norms and learner expectations.

In conclusion, Communicative Language Teaching marks a significant advancement in foreign language pedagogy by prioritizing communicative competence and meaningful interaction over rote learning of grammar and vocabulary. Its learner-centered, interactive, and context-driven approach fosters practical language skills that are essential for real-world communication. While challenges remain in implementation and balancing fluency with accuracy, CLT continues to influence language teaching worldwide and serves as the foundation for many contemporary methodologies.

Questions:

1. What significant events, influential figures, and key publications related to CLT's development do you know?
2. What detailed activity descriptions or additional information on any specific aspect of CLT can you suggest?
3. What are the benefits of CLT in language learning?
4. What is the difference between Communicative Language Teaching (CLT), traditional grammar-translation, and audio-lingual methods? Provide some examples.

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In-class activities:

1. Present a brief historical overview of language teaching methods leading up to CLT, including the influence of linguistic theories on communicative competence. Discuss key figures and works contributed to the development of CLT.

2. Create a concept map or visual chart illustrating the main features of CLT, such as a communication-oriented approach, task-based learning, use of authentic materials, student-centeredness, and integration of skills. Have a discussion to elaborate on each characteristic, providing examples.

3. In small groups conduct research and prepare a presentation highlighting examples and case studies that demonstrate the benefits of CLT in language learning.

4. Create a simulated language learning environment where you can apply CLT principles. Construct a role-play that requires authentic communication and problem-solving, such as *negotiating a business deal*, *planning a trip*, or *resolving a conflict*.

5. In small groups use a timeline template covering key periods in language teaching methodologies, including the emergence of CLT. Conduct your research and add significant events, influential figures, and key publications related to CLT's development. Then present your timelines to the class, highlighting and discussing the evolution of CLT.

6. In small groups, using case studies or scenarios that exemplify CLT principles in action, such as *a task-based learning activity* or *a communicative language classroom interaction*, analyze the case studies, identify CLT characteristics demonstrated, and discuss the effectiveness of CLT in each scenario.

7. In the organized role-play you will take on different roles in a communicative context, such as *a job interview*, *a social gathering*, or *a customer service scenario*. Use target language expressions, practice

conversational skills, and demonstrate cultural understanding. After the role-play, reflect discussing your communication strategies, successes, and areas for improvement based on CLT principles.

Self-study tasks:

1. Use audio storybooks and apps that narrate stories with clear, slow speech. Listen to stories on apps like Epic! or Raz-Kids and Answer Key comprehension questions. Follow along with the text and identify key words and phrases.

2. Using a blank concept map or graphic organizer, brainstorm and map out the main features of CLT, such as a communication-oriented approach, task-based learning, usage of authentic materials, student-centeredness, and integration of skills. Connect these characteristics and provide examples or scenarios that illustrate each one.

3. Keep reflective journal throughout the lessons. Write reflections on your understanding of CLT, experiences with CLT-based activities, challenges that you have faced, and insights that you have gained. These journal entries can be used as a basis for group discussions on the practical application and effectiveness of CLT in FLT contexts.

THEME 6. SUGGESTOPEDIA AND ITS FEATURES.

Key points:

- Background of Suggestopedia
- Advantageous and disadvantageous effects of Suggestopedia in FLT

Learning Objectives

SWAT:

- explore Suggestopedia in FLT
- understand the concept of Suggestopedia, its features, effects in Foreign Language Teaching (FLT);
- discuss the background of Suggestopedia, its origins, development and principles;
- discuss the potential disadvantages of Suggestopedia.

Keywords and phrases: Suggestopedia, multisensory experiences, Holistic Approach, Cultural Immersion, advantages and disadvantages of Suggestopedia

Suggestopedia is an innovative and somewhat unconventional language teaching method developed by the Bulgarian psychotherapist

Georgi Lozanov in the 1970s. Rooted in the belief that the human brain possesses vast untapped potential for learning, Suggestopedia aims to create a **relaxed, stress-free, and highly positive learning environment** that facilitates accelerated acquisition of foreign languages by harnessing the power of suggestion and the subconscious mind (Richards & Rodgers, 2014, p. 143). This method stands apart from traditional language teaching approaches by emphasizing the psychological and emotional states of learners as crucial factors in effective language learning. Lozanov argued that lowering learners' affective filters—barriers caused by anxiety, fear, or lack of confidence—can significantly improve retention and fluency, a concept that later influenced affective-filter hypotheses in second language acquisition research (Larsen-Freeman, 2000, p. 88).

One of the main features of Suggestopedia is its use of **concert music, specifically Baroque music, played softly in the background during lessons**, which is believed to induce a relaxed, meditative state conducive to learning (Richards & Rodgers, 2014, p. 144). The rhythm and tempo of Baroque music, usually set at around 60 beats per minute, are thought to synchronize with brain waves, facilitating better concentration and absorption of material. This musical accompaniment serves not only to calm the learners but also to create a positive emotional atmosphere where learning can occur more naturally. Alongside music, Suggestopedia employs elaborate classroom settings with comfortable furniture, posters, and artworks to stimulate learners' imagination and engagement (Larsen-Freeman, 2000, p. 89).

Another distinctive feature of Suggestopedia is its use of **“peripheral learning,”** where learners absorb language passively by being exposed to written texts, dialogues, and vocabulary displayed around the classroom or played on audio recordings, even when they are not actively studying. This exposure taps into the subconscious, allowing learners to internalize language patterns without conscious effort (Richards & Rodgers, 2014, p. 145). The method also involves a dual-phase teaching structure: the **“deciphering phase,”** during which learners focus on understanding and consciously studying new language material, and the **“concert session,”** where learners listen to the same material in a relaxed state enhanced by music and suggestion, allowing subconscious assimilation (Larsen-Freeman, 2000, p. 90).

Suggestopedia encourages the use of **role plays, dramatization, and imaginative activities**, which engage learners emotionally and

creatively, further lowering psychological resistance and fostering a natural use of language. The teacher's role is more of a facilitator or guide who uses positive suggestion and encouragement to build learners' confidence and motivation (Richards & Rodgers, 2014, p. 146). The method also places great importance on the social dimension of learning, encouraging group work and a supportive classroom atmosphere where learners feel safe to experiment and make mistakes without fear of judgment.

While Suggestopedia offers many innovative techniques and insights into the affective aspects of language learning, it has been criticized for its **lack of empirical evidence and somewhat mystical claims about the power of suggestion and music** (Larsen-Freeman, 2000, p. 91). Some educators argue that its elaborate classroom setup and reliance on psychological manipulation make it difficult to implement widely, especially in traditional or resource-constrained settings. Nevertheless, Suggestopedia's emphasis on reducing learner anxiety and creating a positive emotional environment has had a lasting influence on modern language teaching approaches that recognize the importance of affective factors in learning.

In summary, Suggestopedia is characterized by its unique focus on the learner's psychological state, the use of music to enhance relaxation and concentration, the incorporation of peripheral learning techniques, and a socially supportive, engaging classroom atmosphere. These features collectively aim to unlock learners' latent potential, reduce barriers to learning, and promote rapid, enjoyable language acquisition. Despite practical challenges and some skepticism, Suggestopedia remains a pioneering approach that broadened the understanding of the complex interplay between affect, cognition, and language learning.

Questions:

1. What key points about Suggestopedia's features do you know?
2. What advantages and disadvantages does Suggestopedia possess?
3. How can the exploration and critical analysis of the Suggestopedia approach be conducted?
4. Who is the creator of Suggestopedia?
5. What aspects of Suggestopedia do you find most beneficial?
6. How might Suggestopedia principles be adapted in other teaching methods?

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In-class activities:

1. Set up different stations in the classroom, each representing a key feature of Suggestopedia (e.g., music and art corner, relaxation zone, role-play area). After the students are divided into small groups, they are rotated through the stations. Be engaged in activities related to the feature (e.g., listening to classical music, creating art related to language learning, practicing role-plays). After having a discussion after each rotation to explore how each feature contributes to the Suggestopedia learning environment.
2. After the students are provided with a timeline template covering key milestones in the development of Suggestopedia and its creator, Georgi Lozanov, they should conduct research and add significant events, publications, and theories related to Suggestopedia's origins. Then, students should present their timelines to the class, highlighting important aspects of Suggestopedia's background.
3. Conduct a debate, having divided the class into two groups: one representing the advantages of Suggestopedia and the other representing the disadvantages.

In the process of a structured debate, students should present arguments, counterarguments, and evidence to support their assigned positions.
4. Students are asked to write reflective journal entries about their experiences with Suggestopedia activities, gain insights, and personal opinions on its effectiveness.

THEME 7. PECULIARITIES OF THE SILENT WAY IN THE TEACHING PROCESS.

Key points:

- The background of the Silent Way
- The main peculiarities of the Silent Way method and its use in

FLT

Learning Objectives:

SWAT:

- develop critical thinking skills
- enhance autonomous learning
- define and explain the key principles of the silent way
- discuss Caleb Gattegno's contributions to language teaching and the pedagogical principles

Keywords and phrases: Silent Way, visual and tactile cues, learner-centered approach, critical thinking and problem-solving skills, teacher silence, focus on pronunciation, learner autonomy, minimal verbal instructions.

The Silent Way, developed by Caleb Gattegno in the 1960s, is a distinctive language teaching approach that centers on learner autonomy and discovery, characterized by the teacher's deliberate minimization of verbal intervention during the lesson. One of the core peculiarities of the Silent Way is the **teacher's intentional silence**, which serves as a pedagogical tool designed to encourage learners to take responsibility for their own learning and to foster self-correction and active problem-solving (Richards & Rodgers, 2014, p. 114). Unlike traditional methods where the teacher frequently models language and provides constant feedback, the Silent Way teacher observes, prompts, and guides subtly, allowing students to experiment with language and discover correct forms through trial and error. This approach aligns with Gattegno's belief that language learning is most effective when learners are cognitively engaged and discover rules independently rather than passively receiving information (Larsen-Freeman, 2000, p. 80).

A significant feature of the Silent Way is its use of **visual aids, particularly colored Cuisenaire rods and color-coded pronunciation charts**, which serve as tangible, non-verbal tools to help learners internalize linguistic structures and sounds. For example, rods are used to represent phonemes, syllables, or sentence components, allowing students

to manipulate them physically to build words and sentences. This hands-on, visual approach helps learners visualize abstract language concepts, making the learning process more concrete and learner-centered (Richards & Rodgers, 2014, p. 116). The color-coded pronunciation charts aid in developing accurate pronunciation by linking colors to articulatory features, enabling learners to self-monitor and correct their speech without relying on constant teacher correction.

Another peculiar aspect of the Silent Way is its **focus on learner-generated speech and minimal teacher input**, which fosters intrinsic motivation and heightens learner awareness of the learning process. By reducing teacher talk, learners become more active participants, encouraged to express meaning in their own words and develop problem-solving strategies. Errors are not immediately corrected by the teacher; instead, learners are prompted to self-correct, enhancing metalinguistic awareness and deepening their understanding of language patterns (Larsen-Freeman, 2000, p. 82). This approach positions the learner as the central agent of learning, in contrast to traditional teacher-led methods.

The Silent Way also emphasizes **sound and pronunciation from the earliest stages of learning**, treating phonology as foundational to language acquisition. The method employs a systematic approach to introducing sounds and encourages learners to focus on producing accurate pronunciation, often through self-monitoring and peer feedback. The method's careful attention to pronunciation helps prevent fossilization of incorrect forms and builds a strong oral base that supports subsequent language skills (Richards & Rodgers, 2014, p. 117).

Despite its innovative qualities, the Silent Way has some notable limitations and challenges. The teacher's minimal verbal involvement can sometimes lead to learner frustration or confusion, especially for beginners who may require more explicit guidance and explanations (Larsen-Freeman, 2000, p. 83). The reliance on specialized materials such as Cuisenaire rods also restricts its applicability in resource-poor environments. Additionally, some critics argue that the method's emphasis on discovery and problem-solving may not suit all learning styles, particularly those who benefit from more structured instruction or social interaction (Richards & Rodgers, 2014, p. 119). Nevertheless, the Silent Way's focus on learner autonomy, active engagement, and visual learning has made a lasting impact on language teaching theory and has influenced later approaches that prioritize learner-centeredness.

In conclusion, the peculiarities of the Silent Way lie in its deliberate use of teacher silence, reliance on visual and tactile aids, focus on learner self-correction, and emphasis on phonological accuracy. These features collectively create a learning environment where learners are empowered to take control of their language acquisition, developing metalinguistic awareness and intrinsic motivation. While the method may not be universally applicable, its innovative strategies continue to inform modern language pedagogy, particularly in promoting learner independence and discovery-based learning.

Questions:

1. What is the core philosophy behind the Silent Way, and how does it differ from more traditional language teaching methods?
2. How do Cuisenaire rods function in the Silent Way, and what role do they play in language learning?
3. Why is the teacher's silence considered important in this method, and how does it impact learner autonomy and engagement?
4. In what ways does the Silent Way promote phonetic awareness and accurate pronunciation in language learners?
5. What are the benefits of encouraging self-discovery and problem-solving in language learning, according to the Silent Way approach?
6. How might the Silent Way be adapted to suit different learner profiles or language proficiency levels in diverse classroom settings?

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In-class activities:

1. Using Cuisenaire rods, get acquainted with some basic language elements, such as sounds, words, or grammatical structures, using the rods. Then discuss how the rods can be used to reinforce pronunciation, grammar, and vocabulary in a tactile and visual manner.

2. Take turns in a role-play activity, being the "teacher" using the Silent Way method.

Maintaining silence and using non-verbal cues in language exploration and problem-solving. Then reflect on your experience as both learners and "teachers" in the Silent Way context.

3. Keep reflective journals throughout the lesson, documenting your experiences, insights, and challenges with the Silent Way activities. Write about how the Silent Way method has influenced your perception of language learning and teaching approaches.

4. Exchange ideas and brainstorm innovative ways to integrate Silent Way principles into language teaching practices.

Self-study tasks:

1. Use apps like Toontastic or ChatterPix to create digital stories. Narrate your stories and share them with classmates.

2. Play games on platforms like ABC mouse that involve speaking and listening tasks. Use voice-activated games on devices like Amazon Alexa or Google Home.

3. Practice with apps like Duolingo or Babbel that include speaking components. Use apps like ELSA Speak to improve pronunciation and fluency.

4. Create and present slides using Google Slides or Microsoft PowerPoint. Use virtual reality tools like VR Speech Trainer to practice public speaking.

5. Interview individuals to capture oral histories or personal stories. Record interview using multimedia presentations incorporating audio, video, and images.

THEME 8. DISTANT LEARNING - PAST, PRESENT AND FUTURE.

Key points:

- The background of distant learning
- The main peculiarities of the Distant learning method and its use in FLT

Learning Objectives

SWAT:

- define the concept of distance learning in foreign language teaching (FLT)
- have a comprehensive understanding of distance learning in the context of FLT
- provide a brief overview of the historical development of distance learning
- be able to critically evaluate the benefits and challenges of distance learning methods and technologies in language teaching
- discuss future trends in distance learning

Key words and phrases: Distance learning, technology, internet, digital platforms, email, discussion forums, video conferencing

Distant learning, also referred to as distance education or e-learning, has undergone significant transformation from its origins in correspondence courses to its current state as a sophisticated, technology-driven mode of education. Historically, distant learning began in the 19th century with **correspondence courses**, where instructional materials were sent by mail and students completed assignments independently, often without direct interaction with instructors (Moore & Kearsley, 2012, p. 5). This early form of distance education was primarily text-based and asynchronous, offering opportunities for learners who otherwise had limited access to formal education due to geographic, economic, or social barriers. Despite its limitations in immediacy and interactivity, correspondence education laid the foundation for later developments by emphasizing learner autonomy and flexibility.

With the advent of broadcast media in the 20th century, distant learning expanded through the use of radio and television, which allowed educational content to reach a broader audience more effectively. For example, universities and educational organizations utilized televised lectures and radio programs to supplement learning, marking the

transition from purely print-based instruction to **multimedia approaches** (Holmberg, 2005, p. 12). These innovations enhanced learner engagement but still faced challenges related to limited interactivity and feedback mechanisms. The rise of the internet in the late 20th and early 21st centuries revolutionized distant learning, transforming it into a dynamic and interactive process. Online platforms enabled real-time communication through video conferencing, discussion forums, and instant messaging, facilitating synchronous and asynchronous learning that mirrors traditional classroom experiences (Moore & Kearsley, 2012, p. 47).

Currently, distant learning has become a mainstream mode of education across all levels, accelerated further by global events such as the COVID-19 pandemic, which forced educational institutions worldwide to rapidly adopt remote teaching solutions. Modern e-learning environments offer a wide range of digital tools, including learning management systems (LMS), multimedia content, virtual classrooms, and adaptive learning technologies that personalize instruction based on learner needs (Anderson, 2016, p. 89). The flexibility and accessibility of distant learning make it particularly valuable for lifelong learning, professional development, and higher education, enabling learners to balance education with personal and work commitments. However, challenges persist, including issues of digital divide, learner motivation, social isolation, and the need for effective pedagogical design to maintain engagement and ensure learning outcomes (Moore & Kearsley, 2012, p. 113).

Looking to the future, distant learning is expected to continue evolving with advancements in technology such as artificial intelligence (AI), virtual reality (VR), augmented reality (AR), and big data analytics, which promise to create more immersive, interactive, and personalized learning experiences (Anderson, 2016, p. 102). AI-driven adaptive learning systems can tailor content to individual learner profiles, providing real-time feedback and support. VR and AR technologies offer possibilities for simulated environments that replicate hands-on or experiential learning, transcending physical and temporal boundaries (Holmberg, 2005, p. 45). Additionally, blockchain technology is being explored to securely verify credentials and streamline learner records in digital education. Despite these exciting prospects, future distant learning will need to address ethical considerations, data privacy, and the

importance of human interaction in the learning process to avoid alienation and ensure inclusivity.

In summary, distant learning has transitioned from rudimentary correspondence courses to complex, technology-rich educational systems that cater to diverse learner needs worldwide. While its past laid important groundwork through flexible, learner-centered models, its present integrates sophisticated digital tools to enhance interaction and accessibility. The future of distant learning holds promise for increasingly personalized and immersive educational experiences, although it will require ongoing innovation, thoughtful implementation, and equity considerations to fulfill its potential fully.

Questions:

1. What were the main characteristics of early forms of distant learning, such as correspondence courses, and what limitations did they have?

2. How did the introduction of radio and television in the 20th century influence the development of distance education?

3. In what ways has the internet transformed distant learning into a more interactive and engaging process? Provide examples from the text.

4. What are some of the current challenges faced by distant learning, despite its growing popularity and technological advancements?

5. How might future technologies like AI, VR, and blockchain reshape the distant learning experience according to the text?

6. What ethical and social considerations must educators and institutions address as distant learning continues to evolve?

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In-class activities:

1. Discuss the key characteristics of distance learning, including flexibility, accessibility, use of multimedia resources, communication tools, and self-directed learning. Then, explain how these peculiarities contribute to the effectiveness and popularity of distance learning in various educational contexts.

2. Explore the specific applications of distance learning in Foreign Language Teaching, such as global reach, individualized instruction, technology integration, and continuous professional development for language educators. Then, discuss examples or case studies of successful distance learning initiatives in FLT and their impact on language learning outcomes.

3. Identify emerging trends and technologies that are shaping the future of distance learning in FLT, such as artificial intelligence, virtual reality, adaptive learning systems, mobile learning, and social learning networks. Then, discuss the potential benefits and challenges of integrating these technologies into language teaching and learning practices.

Self-study tasks:

1. Create a historical timeline of distance learning in FLT, highlighting key milestones and developments. Conduct a research and present specific events or advancements that have shaped distance learning in language education.

2. Select one of the case studies of successful distance learning programs in FLT. Then, analyze and discuss the effectiveness of these programs, considering factors such as technology integration, learner engagement, and learning outcomes.

3. Prepare presentation summarizing key takeaways, lessons learned, and future recommendations for incorporating distance learning in FLT effectively.

4. Analyze literary works and create digital storyboards or presentations using tools like Canva or Prezi. Collaborative storytelling

projects where students write and illustrate digital stories based on literary themes.

5. Choose e-books or articles for in-depth analysis and presentation. Conduct extended reading logs, essays, or creative projects based on chosen readings.

6. Analyze literary works and participate in structured online discussions using platforms like Moodle or Canvas. Conduct peer reviews and constructive criticism on written analyses and interpretations.

7. Write and publish book reviews on platforms like Goodreads or Bookish. Create multimedia presentations using tools like PowerPoint or Canva for sharing insights about the books read.

8. Create podcasts, videos, or blogs to share your interpretations and reactions to texts. Construct peer feedback and discussions on multimedia reading response projects.

9. Being assigned research essays, use platforms like Turnitin or EasyBib for citations and references. Provide peer review and feedback on draft essays using digital commenting tools.

10. Create multimedia presentations, infographics, or digital stories to complement your written work. Presentations and peer evaluations of multimedia writing projects will be demonstrated in class.

11. Publish articles, stories, or essays on digital platforms like Medium or WordPress.

THEME 9. TOTAL PHYSICAL RESPONSE (TPR)

Key points:

- The background of TPR,
- The main peculiarities of the TPR method and its use in FLT

Learning Objectives

SWAT:

- understand the background of Total Physical Response (TPR)
- recognize its main peculiarities as a language teaching method
- appreciate its use in Foreign Language Teaching (FLT) contexts

Key words and phrases: Total Physical Response (TPR), TPR commands, kinesthetic learning, physical movement, vocabulary acquisition, listening comprehension, engagement, motivation, cultural context, adaptability

Total Physical Response (TPR) is a language teaching method developed by James Asher in the 1960s, based on the coordination of

language and physical movement. It draws upon insights from developmental psychology, particularly the way young children acquire their first language by listening and physically responding to their caregivers before producing speech themselves. Asher proposed that **language learning is most effective when it mimics this natural acquisition process**, emphasizing listening comprehension and motor activity before requiring verbal output (Asher, 1977, p. 4). One of the core features of TPR is its use of **commands** delivered by the teacher in the target language, to which learners respond physically—by acting out instructions such as “stand up,” “open the door,” or “walk to the table.” This kinesthetic approach lowers learners’ affective filter, reduces anxiety, and allows them to internalize vocabulary and structures through meaningful action (Richards & Rodgers, 2014, p. 73).

A unique characteristic of TPR is that it **delays production until students are ready**, thus removing the pressure to speak prematurely. This “silent period” aligns with how children listen for months before beginning to speak, providing time for learners to build comprehension skills and confidence (Larsen-Freeman, 2000, p. 113). Moreover, physical response to commands offers immediate and concrete feedback; when a learner successfully follows a command, comprehension is confirmed without the need for translation or grammatical explanation. This focus on **comprehension before production** is a reversal of traditional approaches that often emphasize speaking and grammatical accuracy from the start. In TPR classrooms, the teacher initially serves as a model, performing the actions alongside the students, and gradually transitions to a more observational role as students gain independence (Richards & Rodgers, 2014, p. 75).

TPR is especially effective for teaching **vocabulary related to actions, classroom instructions, and everyday activities**, making it particularly useful for beginner learners or young children. The **multi-sensory engagement** of mind and body enhances memory retention and supports different learning styles, particularly kinesthetic learners who benefit from movement and physical interaction with the content (Asher, 1977, p. 46). Furthermore, TPR activities are often enjoyable and energetic, which promotes motivation and a positive classroom atmosphere. Games, songs, storytelling with actions, and role-plays are frequently incorporated into TPR lessons to sustain engagement and introduce language in contextually rich ways (Larsen-Freeman, 2000, p. 115).

However, despite its many advantages, TPR also has limitations. One common criticism is that it is **most effective at the early stages of language learning** but becomes less practical for teaching abstract concepts or advanced communicative functions such as expressing opinions, discussing hypothetical situations, or analyzing literature (Richards & Rodgers, 2014, p. 76). Additionally, it requires considerable teacher energy and classroom space to allow for movement, which may not be feasible in all educational contexts. Furthermore, its emphasis on commands and imperative structures can lead to a somewhat narrow linguistic repertoire if not expanded upon over time.

In conclusion, Total Physical Response offers a highly effective, low-anxiety approach to language learning by harnessing the connection between language and physical movement. Its emphasis on listening before speaking, immediate feedback through physical response, and the incorporation of enjoyable, movement-based activities make it particularly suitable for beginners and young learners. While it may need to be supplemented with other methods for more advanced instruction, TPR remains a valuable component of communicative language teaching, particularly for building foundational comprehension and vocabulary in a learner-friendly environment.

Questions:

1. What is the core principle behind the Total Physical Response method, and how does it relate to first language acquisition?
2. How does TPR help reduce learner anxiety, especially for beginners or those with language apprehension?
3. In what ways does TPR enhance listening comprehension and vocabulary acquisition in foreign language teaching?
4. What kinds of language content or topics are especially well-suited to the TPR method? Provide examples.
5. How can TPR be used to incorporate cultural elements into language learning activities?
6. What are the advantages of using physical movement in language learning, and how does it support memory retention and engagement?

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In-class activities:

1. Create a sequence of TPR commands related to a daily routine (e.g., wake up, brush teeth, eat breakfast, go to school). Arrange the commands in the correct order based on the daily routine, using TPR to act out each step.
2. Develop a short narrative or story with TPR commands embedded within the plot. Being divided into groups and assigned a part of the story, act out using TPR commands and actions.
3. On the basis of role-play scenarios that require TPR responses (e.g., giving directions, ordering food at a restaurant, describing actions in a sports game), in pairs act out the scenarios using TPR commands and gestures.
4. Describe the procedure of TPR Simon Says game. Then, demonstrate the way it works in the classroom.

Self-study tasks:

1. Find examples of each assessment type (formative, summative, and diagnostic assessments) and write a short summary about their purposes and benefits. Then, design formative assessment tasks, summative assessments, and diagnostic assessments for specific language learning scenarios.
2. Examine rubric design principles, including clarity, specificity, and criteria alignment with learning objectives. Then, develop rubrics for assessing speaking, writing, listening, and reading skills at different proficiency levels.

3. Explore assigned role-play scenarios taking on roles as teachers, students, and observers to simulate assessment techniques like peer assessment, self-assessment, and performance assessment. Then, discuss and reflect on the effectiveness of each technique and its application in real classroom settings.

THEME 10. TECHNOLOGIES OF TEACHING GRAMMAR.

Key points:

- Teaching pupils foreign language grammar
 - Innovative educational technologies in vocabulary teaching
- CEFR requirements for pronunciation assessment.

Learning Objectives

SWAT:

- understand the importance of integrating innovative educational technologies for teaching grammar and vocabulary
- explain CEFR requirements for pronunciation assessment
- discuss how technology can provide interactive exercises
- explore interactive speaking activities
- apply the strategies and tools discussed in the lesson to their own language teaching contexts
- foster their language skills, creativity, and global awareness

Key words and phrases: CEFR requirements, CEFR standards, techniques for assessing pronunciation, voice recognition software, pronunciation apps, oral proficiency interviews, online platforms

In the modern language classroom, the integration of **technology into grammar instruction** has transformed traditional methods, making grammar learning more dynamic, interactive, and learner-centered. Technologies used for teaching grammar range from **interactive grammar software** and **learning management systems (LMS)** to **mobile apps, online games, and intelligent tutoring systems**, each designed to facilitate both the understanding and application of grammatical rules. One key advantage of using technology in grammar instruction is the **ability to provide immediate feedback**, allowing learners to recognize and correct errors in real time, which enhances metalinguistic awareness and supports self-directed learning (Healey, 2011, p. 14). For example, platforms like **Quizlet, Kahoot, or Google Forms with automated correction** can be employed to practice grammar

drills in an engaging and motivating way. Additionally, **corpus-based tools**, such as **Sketch Engine** or **COCA (Corpus of Contemporary American English)**, allow learners and teachers to explore authentic language use and observe grammatical structures in real-world contexts (Bennett, 2010, p. 63).

Another technological advancement in grammar teaching is the use of **Intelligent Computer-Assisted Language Learning (ICALL)** systems, which use natural language processing to analyze student input and offer personalized grammar feedback. These systems adapt to individual learners' progress, identifying patterns of errors and targeting specific areas for improvement (Chun, 2011, p. 24). This represents a move from static grammar exercises to **adaptive learning**, which fosters deeper grammar competence by focusing on learners' unique needs. Furthermore, grammar instruction is increasingly being supported through **multimedia resources**, including video tutorials, animations, and interactive grammar stories, which contextualize grammar within meaningful communication and improve retention through **visual and auditory modalities** (Larsen-Freeman & Anderson, 2011, p. 100). For instance, YouTube grammar channels or animations such as "Grammar Bytes" can illustrate complex grammar rules through visual storytelling, helping learners understand difficult structures in an intuitive way.

Moreover, **mobile-assisted language learning (MALL)** enables learners to access grammar resources anytime and anywhere, supporting **ubiquitous learning** and consistent practice beyond the classroom (Godwin-Jones, 2011, p. 9). Mobile apps such as **Duolingo**, **Grammarly**, or **British Council's LearnEnglish Grammar** provide gamified grammar practice, spaced repetition, and performance analytics that sustain motivation and allow learners to track their progress. These tools not only reinforce grammar knowledge but also promote learner autonomy and regular engagement with the target language. In blended and flipped classroom models, grammar instruction can be delivered asynchronously via recorded lectures or grammar modules, freeing up classroom time for communicative activities and grammar-in-use practice. This flipped approach enables learners to engage with grammar explanations at their own pace and come prepared to apply grammar in interactive, collaborative settings (Bergmann & Sams, 2012, p. 45).

However, the effective use of technology in grammar instruction requires **pedagogical awareness and thoughtful integration**. Teachers must select appropriate tools that align with learning objectives and

ensure that technology supplements, rather than replaces, meaningful interaction and communicative practice. There is also a need to balance **form-focused instruction** with **form-meaning-use integration**, so learners understand not just how grammar works, but how it functions in authentic discourse. As research suggests, grammar technologies are most effective when used to support **task-based, communicative, and contextualized instruction**, rather than relying solely on mechanical drills (Ellis, 2006, p. 95).

In conclusion, the technologies of teaching grammar have advanced significantly, offering diverse tools that promote learner engagement, provide immediate feedback, support autonomy, and enhance understanding through contextualized and personalized instruction. From traditional CALL programs to AI-powered platforms and mobile apps, technology can play a central role in developing grammar competence when used strategically and in harmony with sound pedagogical principles.

Questions:

1. How can technologies enhance vocabulary acquisition, retention, and application?
2. What type of interactive speaking activities exist in teaching grammar and pronunciation?
3. How do speaking activities promote oral communication skills, fluency, and confidence in using the target language?
4. What is the role of speech recognition technology in language learning?
5. How does speech recognition technology provide immediate feedback, and why is this important for language learners?
6. In what ways does speech recognition support personalized learning, and how does it adapt to individual learners' needs?
7. What role does speech recognition play in developing speaking fluency and natural language use?
8. How does the use of physical movement or interactive listening exercises enhance listening comprehension and retention?
9. What motivational features are commonly included in speech recognition-based learning apps, and how do they impact learner engagement?
10. Why is accessibility an important benefit of speech recognition tools, and how can these tools support learners from diverse backgrounds or with special needs?

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In-class activities:

1. Search for the interactive grammar games available on language learning platforms or apps. Games should focus on grammar concepts such as verb tenses, sentence structure, or parts of speech.
2. Explore vocabulary apps with features like flashcards, audio pronunciation, and vocabulary quizzes related to specific themes or topics relevant to your language teaching context.
3. Using speech recognition software or apps, practice pronunciation of challenging sounds or phonetic patterns. Then get the

feedback on pronunciation accuracy from the Software and practice some targeted exercises for improvement using the Software.

4. Using video conferencing platforms, get engaged in virtual role-plays and debates focusing on developing spoken fluency, communication skills, and language negotiation strategies. After, present your findings in class.

5. In groups use online tools like Google Docs or collaborative platforms to create vocabulary lists, definitions, and examples related to a specific language learning topic.

6. Join online conversational practice sessions facilitated through language exchange platforms or virtual language clubs. Get engaged in real-time conversations with native speakers or language learners to practice speaking skills.

7. Keep a reflective journal throughout the lesson activities. Document your experiences, insights, challenges, and strategies for integrating innovative technologies into language teaching.

8. In pairs or groups discuss and share your experiences, feedback, and best practices for integrating innovative technologies. Then share the knowledge to enhance learning outcomes.

Self-study activities:

1. Select one of the different genres such as short stories, poetry, and essays, and write a piece of the paper according to the chosen genre following the structure studied in class. Organize one of the suggested procedures based on a writing contest, collaborative storytelling projects, or peer editing session to demonstrate what you have written.

2. Have a debate on current topics, organizing public speaking competitions, impromptu speaking sessions, or speechwriting workshops.

3. Find a partner from a different country school or organization for virtual or in-person cultural exchange programs, such as pen pal exchange, or collaborative project with international peers. Develop the outline of your actions for further collaboration. The results will be shared in class.

4. Select any text from English-language literature, poetry, and articles for reading and analyzing in the literary discussion groups. As a variation, organize film screenings followed by discussions on themes, characters, and language use in films.

5. Based on integrated language learning apps, online quizzes, and virtual language exchange platforms, create multimedia projects, podcasts, or blogs in English on topics of your interest.

THEME 11. TECHNOLOGIES OF TEACHING LISTENING.

Key points:

- The importance of listening comprehension in the practical acquisition of a foreign language.
- Objectives and tasks of teaching listening comprehension to students
- Basic mechanisms of listening comprehension and their formation
- Difficulties in teaching listening comprehension

Learning Objectives

SWAT:

- develop listening skills such as identifying main ideas, understanding details, and making inferences.
- improve listening strategies including predicting, summarizing, and note-taking.
- enhance critical thinking by analyzing tone, mood, and speaker's intent in listening materials
- explore cultural aspects embedded in listening materials

Key words and phrases: listening comprehension, listening skills, listening strategies, listening processes (pre-, while-, post-listening), bottom-up processing, top-down processing, active listening, critical listening, pragmatic awareness, communicative competence, real-world communication, learner autonomy, language acquisition, affective filter

In recent decades, the teaching of listening skills in language education has been significantly enhanced by the integration of technology, transforming both the methods and the outcomes of listening instruction. Traditionally, listening was limited to in-class exposure through teacher talk or pre-recorded audio on cassette tapes or CDs, often with little interactivity or authentic content. However, modern technologies now allow for **interactive, authentic, and multimodal listening experiences**, which cater to a wider range of learner needs and preferences. One of the most significant innovations is the use of **digital audio and video platforms**, such as **YouTube, Podcasts**, and **language learning websites**, which provide learners with access to real-life spoken language in various accents, registers, and cultural contexts (Field, 2008, p. 3). These platforms not only offer **exposure to natural speech**, including hesitations, intonation, and connected speech, but also allow

learners to **control playback speed**, **replay segments**, and **engage with subtitles**, enhancing their comprehension and autonomy (Rost, 2011, p. 154).

Moreover, **computer-assisted language learning (CALL)** tools have enabled a more **interactive approach** to listening practice. Many online learning platforms—such as **Ello.org**, **BBC Learning English**, or **VOA Learning English**—incorporate quizzes, gap-fill exercises, dictation tasks, and comprehension questions alongside audio or video clips. These tools support **active listening**, as learners are required to process and respond to the input rather than passively consuming it (Vandergrift & Goh, 2012, p. 116). Additionally, **Learning Management Systems (LMS)** like Moodle or Google Classroom enable teachers to design customized listening tasks with embedded comprehension checks, allowing for better tracking of learner progress and more targeted feedback. Some platforms also use **automatic speech recognition (ASR)** and **AI-driven feedback systems**, which help learners refine their listening and pronunciation simultaneously by comparing their spoken responses with model input (Godwin-Jones, 2018, p. 11).

Another important development is the use of **mobile-assisted language learning (MALL)**, which supports **ubiquitous access** to listening materials via smartphones and tablets. Apps such as **Duolingo**, **LingQ**, and **BBC Sounds** allow learners to practice listening anytime and anywhere, encouraging daily exposure to the target language and promoting learner autonomy (Stockwell, 2010, p. 98). These mobile tools often integrate gamified elements, such as points, badges, and levels, which boost motivation and engagement. In addition, mobile apps offer features such as **transcripts**, **translation aids**, and **interactive transcripts**, which enable learners to read along with audio and develop both bottom-up (sound decoding) and top-down (contextual inference) listening skills.

Furthermore, technologies such as **virtual reality (VR)** and **360° video** are emerging as tools to provide **immersive listening environments** that simulate real-life communication contexts. In VR settings, learners can engage with realistic scenarios—such as ordering food in a restaurant or navigating an airport—where they must listen to and process spoken language in context. These technologies help to develop **situational listening comprehension** and **pragmatic awareness**, which are often difficult to teach through traditional methods (Hockly, 2016, p. 44). They also support the integration of **multimodal**

cues (facial expressions, body language, environmental sounds), enhancing learners' ability to interpret meaning in complex communicative settings.

Despite the vast potential of technology, effective listening instruction still requires **pedagogical guidance** and thoughtful task design. Simply exposing learners to audio input is insufficient; tasks must encourage **active engagement, prediction, inference, and reflection** (Vandergrift & Goh, 2012, p. 142). Teachers must ensure that technological tools are integrated into a coherent instructional framework that supports both **bottom-up processing** (e.g., recognizing phonemes, stress patterns, and word boundaries) and **top-down processing** (e.g., interpreting meaning based on context and background knowledge). Moreover, equitable access to technology and digital literacy are essential for learners to fully benefit from these tools.

In conclusion, the technologies of teaching listening have dramatically broadened the scope and effectiveness of listening instruction by providing access to authentic, engaging, and learner-centered resources. From streaming platforms and podcasts to mobile apps and immersive VR environments, technology empowers both teachers and learners to explore listening in flexible, meaningful, and interactive ways. When thoughtfully integrated into pedagogical practice, these tools support the development of critical listening skills necessary for real-world communication in the target language.

Teachers must provide students lots of chances to practice their listening techniques and get involved in the listening process. Pre, while and post are the three stages of the listening process. Listening necessitates not only hearing but also thinking, as well as a great quantity of information and interest shared by the speaker and the listener. Three elements are involved in speaking and listening: the speaker, the listener, and the meaning that is being conveyed. These three elements combine to form a special triangle. Teachers and students can prepare for a listening experience using a variety of techniques. Students will be able to:

Activate Existing Knowledge: Students ought to be urged to inquire, "What am I already aware of regarding this subject?" Teachers and students can use this to figure out what information they need to maximize the message. Students can read, watch movies or take pictures, write and share diary entries, brainstorm, and have discussions.

Develop Prior Knowledge: Instructors can give the right background information, such as details about the speaker, the

presentation's topic, its goal, and the ideas and terminology that will probably be used. In order to explain new words, teachers may rely on oral interpretation, delaying the discussion of these terms until after the presentation. At this time, educators must emphasize the importance of tone, body language, and oral punctuation in oral presentations.

Review the listening standards: Instructors should emphasize how crucial the audience's part is in a listening scenario. The speaker and listener have an interactive relationship in which both have an impact on one another. Students must be physically ready to listen. They need to see and hear the speaker. They should have a pen and paper if they plan to take notes.

Strategies for the teacher to help develop listening skills:

1. Create a Supportive Environment minimizing distractions, and ensuring that the listening environment is quiet and free from interruptions.

2. Encourage Active Participation, fostering a classroom culture where students feel comfortable sharing their thoughts.

3. Use varied listening materials in the form of audio clips (podcasts, audiobooks, or recorded conversations) to expose students to different accents and speaking styles. Videos can also be used to incorporate videos with dialogues or speeches, allowing students to see non-verbal cues.

4. Teach active listening techniques on note-taking, encouraging students to jot down key points while listening. Summarizing can be integrated after listening, on what students heard to reinforce comprehension. Teaching students to ask clarifying questions about the content will also be beneficial.

5. Incorporate listening activities based on listening comprehension exercises where students Answer Key questions about what they heard. Another strategy as role-playing, will help to engage in role-playing scenarios requiring them to listen and respond appropriately.

6. Model good listening skills, showing students what active listening looks like by maintaining eye contact, nodding, and responding appropriately during discussions. Sharing personal experiences based on discussing times when good listening made a difference in understanding or relationships.

7. Provide feedback, giving specific reflective comments on students' listening skills and areas for improvement. Also, peer feedback may encourage students to reflect on each other in their listening and responding.

8. Use technology apps designed for improving listening skills through interactive exercises and quizzes. Conduct online discussions engaging students in online forums where they must listen to audio clips and respond.

9. Assessment of listening skills can be completed via implementation of quizzes and tests focusing on listening comprehension. Moreover, monitor student participation and engagement during listening activities.

10. Encourage reflection asking students to write feedback on their listening experiences and what they learned. As a variation, facilitate discussions where students can share their thoughts on the listening materials.

By using these strategies, you can help students become more effective listeners, which will enhance their overall communication skills, including the use of technology, objectives, mechanisms, and challenges. You can expand on each point with specific examples, activities, and strategies tailored to your teaching context and target language.

Innovative Technologies for Teaching Listening:

- Introduction to speech recognition software for pronunciation and listening practice.
- Use of virtual reality (VR) and augmented reality (AR) simulations for interactive listening scenarios.
- Incorporation of multimedia resources such as interactive videos, audio podcasts, and digital storytelling platforms.

Active Listening Strategies:

- Teach students active listening techniques such as paraphrasing, asking clarifying questions, and summarizing.
- Engage students in activities that require them to listen for specific information, make connections, and draw conclusions.
- Provide opportunities for collaborative listening tasks, group discussions, and peer feedback.

Real-life Listening Applications:

- Integrate authentic listening materials such as news broadcasts, TED talks, interviews, and podcasts relevant to students' interests and goals.
- Encourage students to listen to a variety of accents, speech rates, and genres to develop flexibility and adaptability in listening comprehension.

- Connect listening activities to real-world scenarios, workplace communication, and everyday conversations.

Assessment and Feedback in Listening Comprehension:

- Develop listening comprehension assessments that evaluate various aspects such as understanding main ideas, details, tone, and inference skills.

- Use technology tools for automated scoring, audio recording assessments, and self-assessment platforms.

- Provide constructive feedback, listening transcripts, and post-listening reflection activities to enhance learning outcomes.

Cultural and Contextual Understanding:

- Explore cultural aspects embedded in listening materials to promote cultural awareness and intercultural competence.

- Discuss context clues, non-verbal cues, and cultural nuances that impact listening comprehension.

- Encourage discussions on cultural differences in communication styles, idiomatic expressions, and gestures reflected in listening tasks.

Integration of Language Skills:

- Integrate listening activities with other language skills such as speaking, reading, and writing to promote holistic language development.

- Create task-based learning activities that require students to listen, speak, and interact in authentic communicative tasks.

- Use technology tools for collaborative projects, multimedia presentations, and digital storytelling projects that incorporate listening skills.

Questions:

1. How have digital audio and video platforms changed the way listening skills are taught and practiced in language classrooms?

2. What are some advantages of using computer-assisted language learning (CALL) tools for teaching listening comprehension?

3. How do mobile-assisted language learning (MALL) applications support learner autonomy and listening skill development?

4. What role does virtual reality (VR) play in teaching listening, and what are the benefits of immersive listening environments?

5. Why is pedagogical guidance still necessary even when using advanced technological tools in listening instruction?

6. How do bottom-up and top-down processing contribute to effective listening, and how can technology support both?

7. What are the three stages of the listening process, and why is it important to activate and develop prior knowledge before a listening activity?

8. How can teachers use technology and innovative tools—such as VR, AR, and speech recognition software—to enhance students' listening comprehension and engagement?

9. What strategies can teachers implement to create a supportive environment for listening, and how does active listening differ from passive hearing in the classroom context?

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In-class activities:

1. Define listening comprehension and its importance in language acquisition. Discuss the challenges and benefits of effective listening skills.

2. Introduce active listening techniques such as paraphrasing, summarizing, and asking clarifying questions. Develop one activity that promotes active listening and understanding of spoken language.

3. Demonstrate the use of technology tools like speech recognition software, virtual reality simulations, and multimedia resources for listening practice through engaging in interactive listening tasks using technology platforms.

4. Choose one of the authentic listening materials, such as podcasts, interviews, and news broadcasts, relevant to your interests and language goals. Then, listen to a variety of accents, speech rates, and genres.

5. Explore cultural aspects embedded in listening materials to enhance cultural awareness and understanding. Discuss context clues, non-verbal cues, and cultural nuances that impact listening comprehension.

6. Following listening comprehension assessments that evaluate main ideas, details, tone, and inference skills, provide feedback, listening transcripts, and reflection activities to help improve your listening skills.

7. In groups, construct two listening activities with speaking, reading, and writing tasks to promote holistic language development. Then explain your choice of the developed activities.

8. Getting involved in a reflective discussion where one can share his/her experiences, challenges, and strategies for improving listening comprehension, apply active listening strategies and technology tools in real-life language situations.

9. Using authentic listening materials like podcasts, TED talks, interviews, or news segments, complete the following tasks such as note-taking, summarizing, and discussing key points from the listening materials.

10. Examine the role-play scenarios based on listening materials or real-life situations (for example, ordering food at a restaurant or making a phone call). Listen to and role-play the dialogues to practice listening for specific information and responding appropriately.

Self-study tasks:

1. Listen to a narration of simple stories using TPR actions for key elements (e.g., characters, actions, settings). Follow along, acting out story components and retelling the story using TPR.

2. Develop an activity introducing grammar structures (e.g., present continuous, past tense) through TPR actions. Perform actions corresponding to grammatical forms to internalize usage patterns.

3. Create role-play scenarios (e.g., shopping, at the doctor's) with TPR instructions for each role's actions and dialogue. Students enact the scenarios using TPR, focusing on communication and language fluency.

4. Choose songs with clear lyrics and rhythmic patterns for TPR actions (e.g., "Head, Shoulders, Knees, and Toes" for body parts). Sing along and perform TPR actions, reinforcing vocabulary and language structures.

5. Explore cultural traditions (e.g., greetings, gestures, celebrations) through TPR demonstrations and discussions. Create TPR-based cultural presentations or skits to share with peers in class.

THEME 12. TECHNOLOGIES OF TEACHING SPEAKING.

Key points:

- The importance of speaking comprehension in the practical acquisition of a foreign language
- Objectives and tasks of teaching speaking comprehension to students
- Basic mechanisms of speaking comprehension and their formation
- CEFR requirements and assessment for teaching speaking comprehension to students.

Learning Objectives

SWAT:

- demonstrate improved speaking comprehension skills
- enhance vocabulary usage, grammar accuracy, and fluency in spoken language
- define bottom-up and top-down processing
- align speaking tasks with CEFR proficiency levels
- assess speaking skills based on criteria (performance-based assessments)
- familiarize with content-based, task-based, and participatory approaches in language teaching

Key words and phrases: speaking comprehension, spoken language skills, speaking fluency, pronunciation, intonation, conversational fluency, speaking accuracy, speaking confidence,

interactive communication, real-time feedback, performance-based assessment

In recent years, the use of technology in teaching speaking has revolutionized the language classroom, shifting instruction from passive, textbook-based practice to interactive, communicative, and learner-centered approaches. Technologies such as video conferencing tools (Zoom, Microsoft Teams, Skype), language learning applications (Speak, ELSA Speak, Mondly), speech recognition software, and AI-driven conversation bots have created unprecedented opportunities for real-time speaking practice and feedback. One of the most transformative technologies is Automatic Speech Recognition (ASR), which enables learners to receive immediate, automated feedback on pronunciation, fluency, and intonation, thus supporting oral accuracy and confidence (Liakin, Cardoso & Liakina, 2015, p. 11). Applications such as Google's Read Along or Duolingo's speaking features use ASR to detect errors and help learners self-correct in a non-threatening environment, which aligns with research on the importance of low-anxiety speaking practice (Krashen, 1982, p. 31).

Another essential innovation is the use of video recording tools and audio journals, which allow students to record, listen to, and reflect on their own spoken output. These tools support metacognitive development by encouraging learners to analyze their speech, monitor their progress, and set goals for improvement (Burns & Seidlhofer, 2002, p. 18). Moreover, digital storytelling platforms and presentation tools such as Flipgrid, Voki, or Animoto promote creativity and authentic oral production in a semi-structured format. Students can present personal narratives, engage in debates, or simulate real-world dialogues, which enhances discourse-level speaking skills and supports task-based language teaching (Ellis, 2003, p. 116). These platforms also help overcome classroom time limitations by enabling asynchronous speaking tasks, where students can prepare and respond at their own pace, reducing speaking anxiety and increasing participation.

Virtual reality (VR) and augmented reality (AR) environments are also emerging as powerful tools in speaking instruction. They provide immersive, situational speaking practice that replicates real-life communicative scenarios such as ordering food, conducting interviews, or navigating airport check-ins. VR applications like Mondly VR or Immerse place learners in realistic simulations that foster spontaneous interaction, improve situational vocabulary, and develop pragmatic

competence (Godwin-Jones, 2014, p. 10). The multisensory nature of VR supports more naturalistic communication and increases engagement, especially among digital-native learners.

In addition to individual tools, online collaboration platforms and Learning Management Systems (LMS)—such as Moodle, Edmodo, or Google Classroom—enable teachers to design interactive speaking tasks including peer interviews, group discussions, and role plays, often using integrated video and voice tools. These collaborative speaking tasks enhance interpersonal communication skills and reflect the communicative language teaching (CLT) principles of meaningful interaction and real-world use (Richards & Rodgers, 2014, p. 94). Furthermore, the global accessibility of online platforms allows learners to participate in telecollaboration projects, such as eTandem or TalkAbroad, where they engage in cross-cultural exchanges with native speakers or peers from different linguistic backgrounds, promoting intercultural competence and authentic language use (O'Dowd, 2011, p. 127).

However, while technology provides powerful tools for developing speaking skills, its effectiveness depends heavily on pedagogical integration. Teachers must design meaningful communicative tasks that align with learning objectives, offer appropriate scaffolding, and provide opportunities for reflection and feedback. Furthermore, equitable access to devices, internet, and digital literacy must be ensured to avoid excluding students from participation. Instructors also need to maintain a balance between accuracy and fluency, ensuring that the focus on speaking practice is not just about pronunciation but also includes coherence, interactional strategies, and purposeful communication.

In conclusion, the technologies of teaching speaking have made it possible to provide rich, varied, and personalized speaking practice to learners of all levels. From speech recognition tools and video discussion apps to immersive VR environments and global conversation exchanges, these tools support the development of fluency, accuracy, and communicative competence. When used thoughtfully within a pedagogically sound framework, technology not only enhances speaking skills but also fosters learner autonomy, motivation, and real-world language use.

Would you like accompanying questions, suggested speaking apps, or example class activities?

For teaching speaking comprehension, the teacher should develop students' speaking skills such as pronunciation, intonation, and conversational fluency. Moreover, he/she should engage students in role-plays, debates, presentations, and collaborative discussions to foster effective communication strategies, active listening, and non-verbal cues in speaking tasks.

Here are some basic mechanisms of speaking comprehension:

- bottom-up processing (recognizing sounds, forming words and sentences).
- top-down processing (using context, prior knowledge, and comprehension strategies).
- interactive processing (integrating bottom-up and top-down processes for effective communication).

The Common European Framework of Reference for Languages (CEFR) provides a comprehensive guideline for assessing language proficiency, including speaking and comprehension. The CEFR framework offers valuable guidance for educators in assessing and teaching speaking comprehension. By understanding the requirements at each level, teachers can tailor their instruction to meet the needs of their students effectively.

According to CEFR Requirements and Assessment for Teaching Speaking Comprehension, the teacher should be able to:

- align speaking tasks with CEFR proficiency levels (A1-C2) to ensure progressive skill development;
- assess speaking skills based on pronunciation, vocabulary usage, grammar accuracy, fluency, coherence, and interaction;
- use performance-based assessments, speaking portfolios, oral exams, and self-assessment tools to evaluate speaking proficiency.

These elements contribute to a comprehensive approach to teaching speaking comprehension, focusing on skill development, effective communication strategies, assessment alignment with CEFR standards, and integration of technology for enhanced learning experiences.

Table 1.

CEFR Levels Overview

CEFR Levels	Speaking	Comprehension
A1 (Beginner)	Can use simple phrases and sentences to express basic needs. Can introduce themselves and others.	Can understand familiar names, words, and very simple sentences, for

		example, on notices and posters or in catalogues.
A2 (Elementary)	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics.	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., personal and family information, shopping, geography).
B1 (Intermediate)	Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions.	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
B2 (Upper-Intermediate)	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects.	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
C1 (Advanced)	Can produce clear, well-structured text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express themselves fluently and spontaneously without much obvious searching for expressions.
C2 (Proficient)	Can express themselves spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in more complex situations.	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.

Questions:

1. Define the term Speaking.
2. What are two methods we can express our opinion through verbal oral communication?
3. What are the genres of conversation?
4. Why are students' speaking skills important to improve?
5. What are the basic mechanisms of speaking comprehension? Define them.
6. How does Automatic Speech Recognition (ASR) technology contribute to the development of speaking skills, particularly in terms of pronunciation and learner confidence?
7. In what ways can virtual reality (VR) and video-based platforms enhance students' speaking skills through immersive and interactive experiences?
8. Why is pedagogical planning important when integrating speaking technologies into the classroom, and what factors should teachers consider to ensure effective learning?
9. What are the teacher's responsibilities according to CEFR Requirements and Assessment for Teaching Speaking Comprehension?
10. What assessment criteria deal with the identification of the CEFR level proficiency? Describe that, please.

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In-class activities:

1. Define speaking comprehension as the ability to understand and respond appropriately in spoken language interactions. Discuss the importance of speaking skills in real-life communication and language acquisition.

2. Break down speaking skills into components such as pronunciation, intonation, vocabulary usage, grammar accuracy, fluency, coherence, and interaction. Identify areas of improvement and set learning goals for each component.

3. Introduce communication strategies such as paraphrasing, clarifying, expressing opinions, asking for clarification, and negotiating meaning. Practice using these strategies in communicative tasks and role-plays.

4. Utilize technology tools like speech recognition software, video conferencing platforms, and interactive speaking apps for pronunciation practice and virtual speaking exercises. Incorporate multimedia resources to enhance speaking comprehension and engagement.

5. Choose a topic of any context to practice speaking based on your interest and deal with the following types of interactive performance: role-plays, debates, presentations, and group discussions in various contexts.

6. Provide constructive feedback on pronunciation, vocabulary usage, grammar, fluency, coherence, and interaction skills in the form of self-assessment through reflection journal, speaking portfolio, and peer feedback session. As a variation, design assessment criteria based on CEFR standards, focusing on pronunciation, vocabulary range, grammatical accuracy, fluency, coherence, and interaction skills.

7. Create real-life speaking scenarios related to daily life, travel, work, or academic situations. Role-play authentic conversations, interviews, presentations, and discussions to simulate real-world speaking interactions.

Self-study activities:

1. Being assigned specific roles and scenarios where you can use new vocabulary in context, provide natural conversation and creative use of vocabulary.

2. Being provided a dialogue containing targeted grammar structures, practice the dialogues, focusing on grammatical accuracy and natural delivery.

3. Performing one of the timed speaking activities, discuss topics or respond to prompts within a set time limit, emphasizing fluency, coherence, and the ability to express ideas clearly and confidently.

4. Create an interactive story in oral form, practicing speaking skills.

5. Create role-play scenarios based on real-life situations (e.g., job interviews, travel experiences). Practice speaking in different roles and contexts, focusing on effective communication strategies.

6. Compile speaking portfolio showcasing your progress. Then, present excerpts, reflect on improvements, and set goals for further development.

7. Design a lesson plan integrating language skill with content from a specific subject area (e.g., science, history). Include language tasks, vocabulary activities, and comprehension tasks related to the content.

8. Create a task-based learning scenario to complete a communicative task (e.g., planning a trip, solving a problem). Provide materials and instructions for the task, and debrief on the experience and outcomes.

9. Create role-play scenarios based on everyday situations (e.g., ordering food in a restaurant, making a phone call) to practice language skills based on interaction, negotiation of meaning, and use of target language in context.

10. Design a project-based learning task. Conduct a research, and present a project related to a specific content area (e.g., environmental issues, cultural heritage). Include language tasks such as writing reports, giving presentations, and collaborating on project tasks.

11. Design an integrated skills task (e.g., creating a multimedia presentation, conducting a survey, organizing a debate) that incorporates listening, speaking, reading, and writing components. Provide guidelines for task completion and assessment criteria.

THEME 13. TECHNOLOGIES OF TEACHING READING.

Key points:

- The importance of reading comprehension in the practical acquisition of a foreign language
- Objectives and tasks of teaching reading comprehension to students
 - Basic mechanisms of reading comprehension and their formation
 - CEFR requirements and assessment for teaching reading comprehension to students

Learning objectives

SWAT:

- demonstrate improved reading comprehension skills
- effectively understand and analyze texts
- extract main ideas, identifying key details, and making inferences
 - utilize background knowledge, context, and prediction strategies to comprehend text
 - enhance critical thinking skills, analytical abilities, and cultural understanding

Key words and phrases: *reading, reading comprehension, reading strategies, reading habits, reading interests, language learning, bottom-up processing, top-down processing and interactive processing*

The integration of technology into reading instruction has significantly transformed the way reading skills are developed in language learning environments. Traditional reading methods, which primarily relied on printed texts and teacher-led explanations, have evolved to include a wide range of digital tools that promote interactive, adaptive, and multimodal reading experiences. One of the key technological advances in teaching reading is the use of **e-books and digital texts** that offer interactive features such as clickable glossaries, embedded dictionaries, and multimedia annotations. These features help

learners decode unfamiliar vocabulary and comprehend texts more effectively, supporting both **bottom-up processing** (decoding words) and **top-down processing** (using context and prior knowledge) (Nikolova & Daskalovska, 2020, p. 45). Furthermore, digital platforms such as **Raz-Kids** and **Epic!** provide leveled reading materials tailored to learners' proficiency, facilitating **differentiated instruction** and allowing learners to practice reading at an appropriate challenge level, which is critical for motivation and gradual skill development (Coiro, Knobel, Lankshear & Leu, 2008, p. 69).

Another important innovation in the technologies of teaching reading is the use of **Computer-Assisted Language Learning (CALL)** programs that incorporate interactive reading comprehension exercises. These programs include multiple-choice quizzes, cloze tests, and critical thinking tasks embedded within digital texts, which provide instant feedback and allow learners to engage actively with the content (Chapelle, 2001, p. 72). The use of **hypertext and hypermedia** in digital reading environments enables learners to navigate non-linear texts, integrating links to supplementary information, videos, and images that enrich understanding and promote deeper cognitive engagement (Leu, Kinzer, Coiro & Cammack, 2004, p. 161). This approach aligns well with the concept of **multiliteracies**, which emphasizes reading skills across diverse digital contexts and genres.

Technologies such as **text-to-speech (TTS) software** and **screen readers** also support struggling readers and learners with special needs by providing auditory support that complements visual input. This multimodal input helps learners improve decoding, fluency, and comprehension, while also modeling correct pronunciation and intonation (Kern, 2000, p. 125). Additionally, many digital reading applications integrate **adaptive learning algorithms** that track learner progress and adjust reading materials and exercises based on individual performance, thereby providing personalized learning paths and scaffolding (Warschauer & Healey, 1998, p. 57).

Mobile technologies and **reading apps** on smartphones and tablets have expanded access to reading practice beyond the classroom, encouraging frequent and self-directed reading. These apps often include gamified elements—such as points, badges, and leaderboards—that increase learner motivation and engagement (Stockwell, 2010, p. 98). Moreover, social reading platforms and online forums allow learners to discuss texts, share interpretations, and collaborate in meaning-making,

fostering a community of readers and enhancing **critical reading skills** through dialogue and reflection (Gee, 2007, p. 116).

Despite the clear benefits of technology in teaching reading, it is essential for educators to thoughtfully integrate these tools within a sound pedagogical framework. Effective technology use in reading instruction should balance skill-building with authentic reading experiences, encourage learner autonomy, and develop higher-order thinking skills such as inference and evaluation. Teachers must also consider digital literacy and equitable access issues to ensure that all learners can benefit from technological resources.

In summary, the technologies of teaching reading encompass a broad spectrum of digital tools and platforms that enhance reading instruction through interactivity, personalization, multimodality, and social engagement. When combined with effective pedagogy, these technologies offer powerful means to develop learners' decoding, comprehension, critical thinking, and motivation, ultimately supporting their success as proficient readers in an increasingly digital world.

Before implementing any reading material for the students to deal with, consider the following questions helpful to make the reading process more successful and productive:

- What are the objectives of students' reading?
- Which print materials are preferred by students?
- What reading habits do the students have?
- Which metacognitive techniques are most commonly employed by them?

Strategies are a tool that helps students become more self-directed and boost their confidence, both of which lead to more efficient learning and improved communication skills.

As new technologies and media have emerged, electronic materials have gained significant relevance. Nonetheless, several studies have shown that reading e-books is not the same as reading textbooks. Therefore, Woody, Daniel, and Baker (2010) attempted to investigate the factors that influence both reported consumption of e-book content and preference for e-books. Regardless of gender, their results showed that pupils did not favor e-books over textbooks. Participants who had previously used e-books still preferred print texts for learning, and there were no significant associations between the quantity of e-books used and total e-book choice. Students were more likely to utilize print books than e-books, even though e-books offered easy access to content through

hyperlinks and other features. The following technologies of teaching reading may facilitate the process of improving reading skills:

- integration of digital libraries and e-books for access to a wide range of reading materials
- use of interactive e-readers with built-in dictionaries and annotation tools
- incorporation of online platforms for reading comprehension exercises and interactive reading activities

Reading comprehension is essential for practical language acquisition as it improves vocabulary, grammar, and overall language proficiency. Moreover, it enhances critical thinking skills, analytical abilities, and cultural understanding through exposure to diverse texts.

Developing reading skills such as skimming, scanning, inference, and summarization may act as the primary objectives in reading comprehension and enhance vocabulary acquisition, grammar awareness, and contextual understanding through reading tasks. In addition, fostering critical thinking, analysis, and interpretation of texts to extract main ideas and infer meaning can also be achieved through the above-mentioned objectives set in the beginning of teaching classroom.

As in the listening skills development process, the same two basic mechanisms of reading comprehension are involved in the process of reading comprehension. They are **bottom-up processing, top-down processing and interactive processing**.

Bottom-up processing involves decoding words, understanding syntax, and recognizing textual patterns

Top-down processing utilizes background knowledge, context, and prediction strategies to comprehend text.

Interactive processing combines bottom-up and top-down processes for comprehensive understanding and interpretation.

CEFR Requirements and Assessment for Teaching Reading Comprehension

According to CEFR standards, teachers should align reading tasks and assessments with CEFR proficiency levels (A1-C2) to monitor students' progress and proficiency, assess reading comprehension based on criteria such as reading accuracy, understanding of main ideas, vocabulary range, grammatical awareness, inference skills, and critical analysis. Finally, they should use authentic reading materials, comprehension exercises, and reading response tasks to evaluate students' reading proficiency and comprehension strategies.

Table 1.**CEFR Levels Overview**

CEFR Levels	Comprehension
A1 (Beginner)	Can comprehend very short, simple texts a single phrase at a time, eliciting familiar names, words and basic phrases and rereading if necessary.
A2 (Elementary)	Can comprehend short, simple texts including the most frequently met vocabulary, containing a proportion of shared international vocabulary units. Can comprehend short, simple texts on familiar issues of a concrete type consisting of the most frequently used colloquial or job-related language.
B1 (Intermediate)	Can read straightforward factual texts on the topics related to his/her sort of occupation and interest with a satisfactory level of understanding.
B2 (Upper-Intermediate)	Can read with a large degree of autonomy, adapting reading style and speed to various texts and purposes, and using appropriate references according to his/her choice. Possesses a wide active reading vocabulary, but may experience some challenges using low-frequency idiomatic expressions.
C1 (Advanced)	Can comprehend in detail long, complex texts, whether or not the texts concern his/her own area of specialty, provided he/she can reread complicated sections.
C2 (Proficient)	Can comprehend and interpret critically virtually all structures of the written language including abstract, structurally complex, or highly colloquial literary and non-literary written works. Can comprehend a wide range of lengthy and complex texts, valuing minor distinguishing aspects of style and implicit as well as explicit meaning.

These elements contribute to a comprehensive approach to teaching reading comprehension, focusing on skill development, critical thinking, assessment alignment with CEFR standards, and integration of technology for enhanced learning experiences.

Questions:

1. What is the importance of reading proficiency?
2. How do digital tools like e-books and interactive reading platforms support both bottom-up and top-down reading processes?
3. In what ways do adaptive learning algorithms personalize reading instruction and benefit learners' progress?
4. Why is it important for teachers to balance technology use with sound pedagogical practices when teaching reading skills?
5. What are metacognitive reading strategies, known as planned techniques and related to the three categories by which students monitor or manage their reading?
6. What pre-questions can be helpful to make the reading process more successful and productive?
7. What technologies of teaching reading may facilitate the process of improving reading skills?
8. What basic mechanisms of reading comprehension do you know? Describe each of them.
9. What are the standard requirements for assessing students' reading comprehension?
10. What comprehension descriptor refers to CEFR Levels?

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In-class activities:

1. Define reading comprehension as the ability to understand and interpret written texts. Discuss the importance of reading comprehension in language learning and everyday life.

2. Explore reading strategies such as skimming, scanning, predicting, summarizing, and making connections. Model how to apply these strategies effectively when reading different types of texts.

3. Highlight the role of vocabulary acquisition and grammatical awareness in enhancing reading comprehension. Complete some practice activities to expand vocabulary and reinforce grammar structures within context.

4. Analyze the text to identify the main ideas, supporting details, themes, and author's purpose. Have some discussion on text interpretations and different perspectives.

5. Explore how cultural context influences text comprehension and interpretation. Search for some diverse texts from cultural perspectives to broaden your understanding.

6. Choose any reading passages, articles, short stories, or excerpts according to your interest. Then design questions and activities based on selected texts to assess understanding, critical thinking, and analytical skills.

7. Utilize one of the technology tools like digital libraries, online reading platforms, and interactive e-books for reading practice to incorporate multimedia resources, audio recordings, and videos to enhance comprehension and engagement.

8. Collaborate in group discussion to discuss the readings you have covered before and share insights. Reflect on your reading experiences, challenges, and strategies for improvement.

9. Construct reading comprehension assessment with CEFR proficiency levels to measure progress and proficiency. In the created assessment provide the criteria based on reading accuracy, understanding of main ideas, vocabulary usage, grammatical awareness, inference skills, and critical analysis. Each criterion should be provided with a specific descriptor characterizing its features.

Self-study tasks:

1. Select a text and skim for main ideas and scan for specific details within a time limit. Write a reflection on the strategies used and key information identified.

2. Before reading a text, make predictions about the content based on the title, headings, and visuals. After reading, compare predictions with actual content and write a reflection on any surprises or confirmations.

3. Create a visual text map by identifying main ideas, supporting details, and organizational patterns. Use the text map to summarize the key points of the text selected on your own interest. Then, elicit the vocabulary from a text and provide context sentences or passages where the words are used. Infer word meanings from context and discuss how context clues help comprehension.

4. Select texts representing diverse cultures, traditions, or historical contexts. Write a summary of cultural elements, perspectives, and how cultural context influences understanding.

5. Use a digital reading platform or e-books with interactive features such as annotations, highlighting, and audio support. Incorporate multimedia elements like videos or graphics related to the text for deeper engagement.

6. Use reading response journals where you reflect on readings, jot down questions, make connections, and analyze themes. Review and provide feedback on journal entries to guide further comprehension.

7. Provide a written overview of the approaches (Content-Based, Task-Based, and Participatory), emphasizing their unique characteristics, advantages, and suitability for different learning contexts and objectives. As a variation, compare and contrast content-based, task-based, and participatory approaches, highlighting their strengths and potential challenges. Discuss pedagogical strategies and techniques for each

approach, including lesson planning, materials development, and assessment methods.

8. Based on integration with language skills, write a summary exploring how these content-based, task-based, and participatory approaches can be integrated with language skills (listening, speaking, reading, writing) and linguistic components (vocabulary, grammar) in language teaching based on learners' needs and proficiency levels.

9. Design an integrated skills task (e.g., *creating a multimedia presentation, conducting a survey, organizing a debate*) that incorporates listening, speaking, reading, and writing components. Provide guidelines for task completion and assessment criteria.

10. Design a project-based learning task where one can research, create, and present a project related to a specific content area (e.g., *environmental issues, cultural heritage*). Include language tasks such as writing reports, giving presentations, and collaborating on project tasks.

THEME 14. TECHNOLOGIES OF TEACHING WRITING.

Key points:

- The importance of writing comprehension in the practical acquisition of a foreign language
- Objectives and tasks of teaching writing comprehension to students
- Basic mechanisms of writing comprehension and their formation
- CEFR requirements and assessment for teaching writing comprehension to students.

Learning objectives

SWAT:

- develop skills in organizing ideas logically and structuring written texts
- enhance grammatical accuracy, vocabulary usage, and sentence structure in writing.
- foster creativity, critical thinking, and problem-solving through writing tasks.
- promote effective communication strategies and audience awareness in written communication.
- revise, edit, and proofread skills for improving written work.

Key words and phrases: writing comprehension, writing proficiency, writing as communication, written expression, foreign language acquisition, writing process, writing instruction, audience awareness, critical thinking through writing, collaborative writing

Writing is an effective speech exercise that helps students improve their communication skills. It is a sophisticated form of communication. Using pictorial symbols to convey information in writing is beneficial. As "a communicative skill to encode, store, and send messages with the help of written symbols," writing is a form of speaking activity." A reading text is the result of this kind of speaking exercise.

There are various phases of teaching writing. The goals of teaching writing at various stages are distinct. Writing is the process by which pupils learn the graphical and orthographical systems of EL to fixate speech and language material, retain it, and facilitate the acquisition of oral communication. Writing is taught using contemporary methods that acknowledge its dual function as a means (a support skill) and an aim (a communicative skill).

The integration of technology into writing instruction has significantly transformed the ways in which learners develop their writing skills, enabling more interactive, collaborative, and personalized learning experiences. Traditional writing pedagogy, which often emphasized isolated, handwritten practice and delayed feedback, has expanded to incorporate digital tools that support the entire writing process—from brainstorming and drafting to revising and publishing. One of the most widely used technologies in teaching writing is word processing software such as Microsoft Word and Google Docs, which facilitate easy editing, formatting, and collaboration. Google Docs, in particular, allows multiple users to simultaneously comment, suggest edits, and co-write, fostering a collaborative writing environment and enabling peer and teacher feedback in real-time (Hyland, 2003, p. 78). This immediacy of feedback is critical for improving writing fluency and accuracy, and it supports the development of revision skills that are essential in the writing process (Ferris, 2003, p. 134).

Beyond basic word processing, specialized writing platforms and tools have emerged to scaffold writing development, especially for second language learners. Tools such as Grammarly and Hemingway Editor provide automated grammar, style, and coherence checks, helping learners become more aware of linguistic accuracy and clarity (Bitchener & Ferris, 2012, p. 51). These tools support self-regulated learning by

encouraging learners to reflect on and correct their own errors before submitting final drafts. Furthermore, e-portfolios allow students to collect and showcase their writing over time, promoting reflection on their growth and facilitating teacher assessment of progress across multiple genres (Liu & Ginther, 1999, p. 88).

Another important technological advancement is the use of multimedia and digital storytelling platforms, such as Storybird and Adobe Spark, which combine writing with images, audio, and video. These platforms stimulate creativity and engage learners by allowing them to produce multimodal texts that appeal to diverse learning styles and audiences (Robin, 2008, p. 331). By integrating visual and auditory elements, students develop skills in digital literacy alongside traditional writing competencies, preparing them for the demands of communication in the 21st century.

Online writing communities and social media have also become valuable spaces for authentic writing practice and peer interaction. Platforms like Wattpad, blogging sites, and discussion forums provide opportunities for students to publish their work, receive feedback from global audiences, and engage in dialogue about their writing. This exposure to authentic readership helps motivate learners and teaches them to consider audience awareness, tone, and purpose in their writing (Thorne, 2003, p. 93). Moreover, synchronous and asynchronous communication tools such as discussion boards, chat, and video conferencing enable collaborative writing tasks and peer review, fostering social constructivist learning environments (Vygotsky, 1978, p. 86).

Emerging technologies such as AI-powered writing assistants and automated essay scoring systems are beginning to supplement teacher feedback by providing instant assessments of coherence, organization, and content relevance. Although promising, these technologies should be used carefully to complement, rather than replace, human judgment and personalized feedback, which remain essential for addressing nuanced aspects of writing development (Shermis & Burstein, 2013, p. 147).

Effective technology integration in teaching writing requires thoughtful pedagogical planning to align tools with learning objectives, learner needs, and genre-specific writing conventions. Teachers must also consider issues of digital access and literacy to ensure equitable participation. When used appropriately, technologies not only enhance the efficiency and engagement of writing instruction but also foster learner

autonomy, critical thinking, and a deeper understanding of writing as a dynamic, recursive process.

Teaching graphics (handwriting) at the first level (2-4 courses) involves teaching students how to write letters (alphabet), which is related to teaching reading as graphic-phonemic correspondence. Students need to learn how to print hand letters. Simultaneously, we develop basic writing abilities to carry out communicative-cognitive tasks in writing. Students are required to write the following sentences and simple texts on the material: *a) cards congratulating them on holidays and birthdays; b) personal information, including name, surname, dates, and address; c) brief messages and private letters; d) a plan, questions for brief texts; e) descriptions of photos.*

The second stage of education, which consists of five to nine lessons, must offer more intensive development of writing abilities in various communication contexts. The range of topics and message-writing abilities is expanded, and the caliber of written output is enhanced. The informativeness of the writing instruction at this stage varies and is based on real-world content. Teenagers' writing abilities are developed by the usage of epistolary examples such as letters, cards, and newspaper and magazine articles:

f) to provide personal information about themselves, their family, their school, their city or town, their interests, and their hobbies; g) to write a brief letter or comment in a newspaper or journal using the standards and customs of native speakers; h) to enter personal information in a registration form and questionnaire;

The degree of writing language proficiency at an academic lyceum and vocational college must enable more efficient use of it as a tool for academic research, self-study, and instruction. It requires a high level of autonomous work, complexity of the produced texts, and a range of official and informal circumstances. College students and the Lyceum need to acquire the following abilities:

j) to explain facts or events; k) to send and request information in an extended format; l) to voice an opinion or make an argument; m) to comment on facts and events using argumentative statements and emotional estimation techniques; n) to compose a plan and notes for an oral communication; o) to correct factual information while receiving oral and written text;

Teaching writing suggests becoming proficient in the text format as it is commonly used in telegrams, notes, signs, labels, menus, advertising,

invitations, business or personal letters, and job applications. CV (Curriculum Vitae), references, recipes, diaries, logbooks, dictation, note-taking, reproductions, abstracts, summaries, reviews, reports, cases, essays, and poems.

Table 13.

Information for developing subskills in writing instruction.

Knowledge	
Genre knowledge	To connect the text to the writing objective, students should be able to identify the genre in which they are writing as well as the grammatical and lexical decisions they must make. This encompasses the understanding of: 1. content, or the ideas related to the field; 2. context, or the setting in which the writing will be read, including the reader's expectations.
Language system knowledge	Students must be familiar with the EL system's components in order to finish the assignment. Additionally, they ought to be capable of appropriately organizing texts.
Writing process knowledge	Pupils must understand the steps involved in planning, drafting, reviewing, editing, and other aspects of writing assignments.

A three-phase framework—pre-writing, while-writing, and post-writing—is used to manage the writing instruction process (see Table 14).

Table 14.

Stages and their descriptors

Writing Stages	Descriptors
Pre	Activation of the content schema, encouragement to get ready for the language, and familiarity with the target text's structure.
While	Developing a thesis, writing from notes, finishing with a specific phrase, starting with a certain phrase, adhering to a plan, adhering to a structure and tone, and solving problems are all examples of post-writing.
Post	Analyzing the grammatical and logical mistakes, discussing the work with classmates, revising, and peer editing

Many EFL students struggle to acquire English, particularly when it comes to writing in English for academic and non-academic purposes. One of the most difficult language acquisition tasks may be producing writing that is thorough, fluent, and cohesive. Numerous approaches have been put forth to address these issues. For instance, group writing can be used as a substitute method to help students improve their writing abilities. Students can work together and provide feedback to one another through collaborative writing. Similarly, Widodo (2013) found that students' language repertoire was enhanced by reciprocal support through peer feedback, which involved exchanging information and linguistic resources, bargaining with others, and producing a collaborative product. Peer feedback, a type of collaborative learning, can be a useful pedagogical practice to enhance second language writing instruction and learning.

Teachers should adapt their teaching methods to online platforms in the present environment so that students can participate in virtual learning activities from the comfort of their own homes. Teachers can use a variety of online resources to support their online learning activities. Google Docs is one of them, and it is available in Indonesia. Google Docs could help with writing training, particularly when it comes to group writing exercises. People can work, read, review, discuss, and update the same page at the same time using Google Docs. Given the endless advantages that Google Docs provides, the study's goal was to investigate how students interact and provide feedback to one another when using Google Docs for collaborative writing, particularly when it comes to coming up with ideas, structuring the text, and creating sentences.

Writing in Collaboration Students who participate in collaborative writing work together to create a single document (Howard, 2001). Another definition of collaborative writing is an activity in which two or more individuals work together to create a text (Storch, 2011). According to both definitions, a collaborative writing assignment is one in which two or more students work together to create a single text. Throughout the writing process, the students are encouraged to work together.

The social constructivist learning paradigm informs collaborative writing exercises. Learning is a social activity, according to Vygotsky's 1978 theory. To put it another way, learning is a cognitive process that shifts the emphasis of learning from an individual context to an interaction within a social context rather than being an individual activity (Fung, 2010). As a result, pupils gain knowledge through social contact with

others. Similar to collaborative writing, students collaborate in groups of two or more to exchange language and information, engage in dialogue, and produce a collective work (Widodo, 2013). *Prewriting*, *drafting*, *replying*, *revising*, and *editing* are some of the writing steps that are part of collaborative writing processes.

The following are part of the writing process: 1) *Prewriting*, the first phase of the writing process, including group formation, teacher assistance, and idea generation. The teacher's choice, the students' interests, genders, competence levels, and the topic can all influence how the group is formed. Reading a passage in its entirety, skimming and scanning it, doing some research, brainstorming, listing, grouping, debating a topic or topics, freewriting, and instructor-initiated inquiries and probes are some methods for coming up with ideas (Brown, 2000). 2) *While-writing*, with less emphasis on linguistic elements like vocabulary and grammar, drafting attempts to assist students in developing their ideas together into an iterative cycle of drafting. 3) *Post-writing*, the phase during which students' work is evaluated by the teacher and their peers in terms of concepts, rhetorical structure, and language form (vocabulary and grammar). Students can revise and amend their drafts in response to comments they have received.

Feedback from peers' feedback in the context of education is information provided to students about the success of projects that have been or are being carried out. Numerous feedback techniques have been proposed by writing pedagogy and research during the last 20 years. For instance, Hyland (2006) points out that conferences, peer feedback, writing workshops, and even computer-mediated feedback frequently complement teachers' written input. Similarly, Khalil (2018) emphasizes the value of peer input in addition to teacher feedback. One of the most important methods for improving language acquisition, particularly in writing, is peer feedback, often referred to as peer evaluation, peer response, peer editing, and peer review. It has been identified as one of the most successful pedagogical strategies for raising students' writing proficiency (Farrah, 2012).

According to Bitchener and Ferris (2012), there are two kinds of feedback: *direct feedback* and *indirect feedback*. In addition to marking the incorrect sentences in the writing, teachers who provide direct feedback also offer suggestions or samples of how the material should be formatted. When a teacher provides feedback without explicitly stating or

recommending the best course of action, this is known as indirect feedback.

According to Widarsih and Suherdi (2019), there are four types of direct feedback: *deletion*, *insertion*, *substitution*, and *reformulation*. One method of providing feedback is deletion, which eliminates an incorrect word from the text. Insertion is the process of adding the appropriate word to a sentence or text that is deemed lacking. Substitution is the process of changing an incorrect term with an appropriate one. Reformulation is the process of rewriting a passage that is incorrect and offering advice for how to write it correctly.

According to Widarsih and Suherdi (2019), there are three types of indirect feedback: *coded feedback*, *uncoded feedback*, and *commentary*. When teachers mark problems with specific codes, such as "ss" (sentence structure), "ww" (wrong word), or "vt" (verb tense errors), this is known as coded feedback. Teachers highlight incorrect sentences in the uncoded feedback by placing the symbol "_" over the errors they have found.

Feedback might focus on *language use*, *vocabulary*, *organization*, *topic*, and *mechanics* (Weigle, 2002). The written material about the coherence of the notion is referred to as content. The logical progression of concepts, language, and paragraph structures is referred to as organization. The choice of words that are pertinent to the subject and content is referred to as vocabulary. The use of proper grammar is a component of language use. The writing rules that control technical elements like grammar, spelling, capitalization, and abbreviation are referred to as mechanics.

Table 1.

Types of student's Feedback

Feedback type	Definition
Direct Feedback	
Insertion	The process of adding the appropriate word to a sentence or text that is deemed lacking.
Substitution	The process of changing an incorrect term with an appropriate one.
Removal	The feedback approach that eliminates an incorrect word from the text.
Reformulation	The process of rewriting a passage that is incorrect and offering advice on how to write it correctly.

Indirect Feedback	
Coded	Giving feedback using code is known as "coded feedback"
Uncoded	Students merely mark incorrect sentences in uncoded feedback; they do not provide the code.
Commentary	It displays a person's thoughts about the text that needs to be fixed.
Instruction	It displays someone's advice on how writers should edit their work.

(by Widarsih and Suherdi, 2019)

Table 2

Writing Proficiency Rubric

Writing component	Standards
Content	Knowledgeable, substantial, comprehensive, topic sentence development, and pertinent to the given topic characterize the material.
Organization	Fluent expression, ideas that are presented or supported, conciseness, organization, logical sequencing, and coherence are all addressed.
Vocabulary	Words from mastery, proper register, and a sophisticated range are all displayed in the vocabulary
Language use	It makes use of few faults of agreement, tense, number, word order/function, articles, pronouns, and prepositions, as well as successful complicated formulations.
Mechanics	It exhibits command of conventions with few spelling, punctuation, capitalization, and paragraphing mistakes.

(by Weigle, 2002)

Google Documents - Many resources to support collaborative writing activities have emerged as a result of computer advancements and increased accessibility to internet connections. The emergence of web 2.0 technologies, such as blogs, wikis, Google Docs, and other online forums, gives authors—especially educators and students—access to cutting-edge interactive tools for group writing projects (Limbu & Markauskaite, 2015). New opportunities to learn through virtual interaction during the

writing process have been made possible by online technologies and surroundings (Nykopp, Marttunen, & Erkens, 2019).

Google Docs, in particular, has become a popular tool for supporting peer review and enhancing students' writing skills through cooperative learning. The platform allows students to comment, revise, and provide feedback on each other's work, promoting critical thinking and reflective writing practices. Through this interaction, learners are exposed to key elements of effective academic writing, including task completion, coherence, vocabulary use, and grammatical accuracy. The ability to see revisions in real time, track changes, and communicate directly within the document enhances the learning experience and provides a practical, interactive writing environment.

However, while Google Docs offers many benefits, students may also face challenges when using the platform. Some may struggle with limited technical skills, unfamiliarity with the tool's formatting and editing features, or difficulties in maintaining stable internet connections. Additionally, not all learners are comfortable with collaborative work, and some may prefer alternative platforms or find it difficult to contribute equally within group settings. Issues such as lack of teamwork, discomfort with peer editing, and varying levels of digital literacy can hinder the effectiveness of collaborative writing tasks.

Despite these challenges, the integration of tools like Google Docs into the classroom can significantly enhance the writing process by promoting cooperation, accountability, and active learning. When supported with proper guidance and digital training, students can develop not only their writing skills but also essential 21st-century competencies such as communication, collaboration, and technological proficiency.

Writing comprehension is essential for language acquisition as it allows learners to express ideas coherently, apply grammar and vocabulary knowledge, and develop critical thinking skills. Writing proficiency facilitates communication in various contexts, such as academic, professional, and personal.

The teacher who teaches writing should consider the following objectives and tasks for developing students' writing skills in organizing ideas logically and structuring written texts (e.g., essays, reports, emails):

- enhance grammatical accuracy, vocabulary usage, and sentence structure in writing.
- foster creativity, critical thinking, and problem-solving through writing tasks.

- promote effective communication strategies and audience awareness in written communication.

- Encourage revision, editing, and proofreading skills for improving written work.

Moreover, some basic mechanisms of writing comprehension should also be taken into consideration by the teacher for construction of an effective Writing lesson plan:

- *Pre-writing Stage*: Planning and organizing ideas, outlining structure, considering audience and purpose.

- *Writing Stage*: Drafting written texts, focusing on content, coherence, and clarity.

- *Revision Stage*: Reviewing and refining written work, editing for grammar, punctuation, and style.

- *Feedback Stage*: Seeking feedback from peers or instructors, incorporating suggestions for improvement.

CEFR Requirements and Assessment for Writing Comprehension

Writing assessments align with CEFR standards, focusing on writing accuracy, coherence, organization, vocabulary range, grammatical complexity, and overall communication effectiveness. Tasks may include writing essays, reports, emails, letters, or creative pieces to demonstrate writing proficiency at different CEFR levels.

Assessment criteria consider task achievement, grammatical range and accuracy, vocabulary usage, discourse organization, and coherence.

By integrating technology tools, emphasizing key writing skills and processes, and aligning assessments with CEFR standards, educators can effectively teach writing comprehension and support students' development as proficient writers in a foreign language.

Table 3.

CEFR Levels Overview

CEFR Levels	Comprehension
A1 (Beginner)	Can compose basic sentences and isolated phrases
A2 (Elementary)	Can compose a string of basic statements and phrases connected by basic connectors such as "and," "but," and "because."
B1 (Intermediate)	Can connect a number of shorter, distinct pieces into a linear sequence to produce simple, related

	writings on a variety of well-known topics within his area of interest.
B2 (Upper-Intermediate)	Can synthesize and assess data and arguments from multiple sources to create concise, in-depth writings on a range of topics pertaining to his area of interest.
C1 (Advanced)	Can write concise, well-organized writings on difficult themes, emphasizing the important points, elaborating and bolstering arguments with supporting details, arguments, and pertinent examples, and concluding with a suitable conclusion.
C2 (Proficient)	Can create complicated, lucid, and fluid texts with a logical framework that aids the reader in identifying important points and an acceptable, effective style.

Table 4.

CEFR Levels Overview (Creative Writing)

CEFR Levels	Comprehension
A1 (Beginner)	Can compose basic sentences and phrases about themselves, fictional characters, their homes, and their activities.
A2 (Elementary)	Can write in linked sentences about commonplace elements of his surroundings, such as people, locations, a work, or a study experience. able to compose brief summaries of events, previous pursuits, and individual experiences. Can compose a string of short words and sentences describing their family, living situation, education, and current or previous employment. Can compose brief, basic poetry and fictional biographies of individuals.
B1 (Intermediate)	Can offer clear, in-depth explanations on a variety of well-known topics in his area of expertise. Can produce experience reports that include straightforward, connected wording that describes emotions and reactions. Can write about a recent trip or experience, whether it was imagined or genuine. Can tell a narrative.

B2 (Upper-Intermediate)	Can produce concise, in-depth accounts of actual or imagined experiences and events that highlight the connections between concepts in a coherent narrative while adhering to the genre's accepted norms. Can write concise, in-depth explanations of a wide range of topics pertaining to his or her area of expertise. Can compose a review of a play, movie, or book.
C1 (Advanced)	Can produce inventive texts and descriptions that are clear, detailed, well-structured, and developed in a confident, natural, and reader-appropriate style.
C2 (Proficient)	Can create stories and experience descriptions that are clear, fluid, and completely captivating in a style that is suitable for the genre they have chosen.

Questions:

1. How do collaborative tools like Google Docs enhance the writing and feedback process for learners?
2. In what ways do automated writing tools such as Grammarly support learner autonomy and writing accuracy?
3. How can multimedia and digital storytelling platforms contribute to the development of digital literacy alongside traditional writing skills?
4. Why is authentic audience engagement through online writing communities important for motivating learners and improving their writing?
5. What are the potential benefits and limitations of AI-powered writing assistants and automated essay scoring systems in writing instruction?
6. What considerations should teachers keep in mind to effectively integrate technology into writing pedagogy?
7. What are the main objectives of teaching handwriting and writing skills at the first educational level (courses 2-4), and how are these linked to reading development?
8. How does collaborative writing, supported by tools like Google Docs, enhance students' writing proficiency and peer feedback processes?
9. What are the key stages of the writing process, and how do pre-writing, while-writing, and post-writing activities contribute to effective writing instruction?

10. What types of feedback are identified in writing pedagogy, and how do direct and indirect feedback differ in supporting student writing development?

11. How do writing tasks and assessment criteria differ across the various CEFR levels from A1 to C2 in terms of writing complexity and coherence?

12. What key components are emphasized in writing assessments aligned with CEFR standards to evaluate writing proficiency?

13. How does the CEFR framework address the development of creative writing skills at different proficiency levels?

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In-class activities:

1. Create a worksheet or online quiz focusing on grammar rules and vocabulary related to the selected writing topic. Include exercises such as fill-in-the-blank sentences, matching definitions to words, or correcting grammatical errors.

2. Being provided with a writing prompt or scenario (e.g., *write a persuasive letter, describe a memorable experience*), draft your response, focusing on organization, coherence, and incorporating relevant vocabulary and grammar structures. Then, in pairs, exchange drafts for peer editing, following a checklist or guidelines for feedback focusing on organization, grammar, vocabulary, and overall clarity.

3. Construct a creative writing task such as *writing a short story, poem, or dialogue*, using descriptive language, creative expressions, and literary devices to enhance your writing.

4. Use word processing software or online writing platforms for collaborative writing projects. Work in groups to co-write a paragraph or essay on the topic of your interest, focusing on teamwork and effective communication.

5. Provide different writing prompts with varying audiences and purposes (e.g., *write a report for a teacher, or compose an email to a potential employer*). Write an overview on how the audience and purpose impact writing style, tone, and content. Present your final written pieces in class or online by giving peer feedback and discussion on the effectiveness of each student's writing in achieving the lesson objectives.

Self-study tasks:

1. Being provided with engaging and thought-provoking writing prompts related to various topics (e.g., *personal experiences, current events, hypothetical situations*), brainstorm ideas, outline your thoughts, and write a cohesive and well-structured response.

2. Being assigned creative writing tasks such as *writing short stories, poems, dialogues, or descriptive passages*, use descriptive language, imagery, and literary devices to enhance your writing. After, identify and correct errors, emphasizing the importance of editing and proofreading in improving writing quality.

3. Examine the different writing genres (e.g., *narratives, expository essays, persuasive writing, research reports*). Explore and write in various genres to develop versatility and adaptability in writing styles.

4. Being a part of the group for working on collaborative writing projects (e.g., *group essays, collaborative stories, research papers*), keep up communication, and coordination in producing a cohesive and well-written piece.

5. Maintain writing journal to practice regular writing and reflection based on prompt journal entries with questions or prompts related to your experiences, thoughts, and observations.

6. Write descriptions, narratives, or analyses based on visual stimuli in the form of visual aids such as *images, charts, or videos* to inspire writing topics and stimulate creativity.

7. Being assigned authentic writing tasks such as *writing letters, emails, resumes, or reports* that simulate real-world communication scenarios, follow the guidelines and expectations for format, tone, and content based on the intended audience and purpose.

8. Choose a language skill (e.g., *listening, speaking, reading, writing*) and design a lesson plan following a template that includes objectives, activities, materials, and assessment methods. Then share and discuss your lesson plans, providing feedback and suggestions for improvement.

9. Create a sequence of language tasks (e.g., *vocabulary introduction, listening comprehension, speaking practice, writing tasks*) for a thematic unit or lesson series. Write a reflective summary on strategies for scaffolding tasks to build on prior knowledge and skills.

10. Select one of the language games such as *vocabulary puzzles, role-play simulations, language bingo, or storytelling activities*. Reflect on the effectiveness of each game in promoting language learning and engagement in written form.

11. Examine the strategies for differentiating instruction, such as *tiered assignments, flexible grouping, and varied assessment methods*. Adapt a lesson plan for different learner profiles (e.g., visual learners, kinesthetic learners, English language learners).

12. Design a lesson plan that integrates listening, speaking, reading, and writing skills around a central theme or topic. Include activities that promote authentic communication, critical thinking, and language application.

13. Examine formative assessment strategies such as *exit tickets*, *peer assessment*, *self-assessment*, and *observation checklists*. Practice implementing formative assessments in a simulated classroom setting and write a reflective summary on their effectiveness.

14. Analyze a recorded or observed lesson, focusing on lesson structure, pacing, student engagement, and instructional effectiveness. In your reflective journal discuss strengths, areas for improvement, and strategies for enhancing future lessons based on reflections.

THEME 15. TYPES, FORMS AND TECHNIQUES OF ASSESSMENT IN ELT

Key points:

- CEFR requirements in the control of foreign language knowledge, skills, and competencies
- Types and forms of control of knowledge, skills, and abilities in a foreign language
- Types of tests

Learning objectives

SWAT:

- identify and differentiate between various types of assessment used in ELT
- understand ELT purposes and applications in language learning
- reflect on their own experiences with different types of assessment
- discuss the considerations for using each type of assessment effectively

Key words and phrases: ELT (English Language Teaching), assessment, language proficiency, framework, CEFR, CEFR requirements, test, foreign language knowledge, skills, and competencies, Can Do statements

Assessment in English Language Teaching (ELT) encompasses a variety of types, forms, and techniques designed to evaluate learners' language proficiency, skills development, and communicative competence. Fundamentally, assessments in ELT can be categorized into

formative and summative types. Formative assessment is an ongoing process aimed at providing feedback during the learning process to help learners improve their performance (Brown, 2004, p. 24). Summative assessment, by contrast, evaluates learners' achievements at the end of a course or instructional unit, often for grading or certification purposes (Harmer, 2007, p. 361). Within these broad categories, assessments take different forms such as diagnostic, proficiency, placement, achievement, and progress tests. Diagnostic tests identify learners' strengths and weaknesses before instruction begins (Richards, 2001, p. 125), while proficiency tests measure general language ability independent of any specific course (McNamara, 2000, p. 18). Placement tests determine the appropriate level or class for a learner, whereas achievement and progress tests assess the extent of learning in a specific course or timeframe (Brown, 2004, p. 26).

The techniques employed in ELT assessments are diverse and include traditional paper-based exams, oral interviews, portfolio assessments, self-assessment, peer-assessment, and computer-assisted testing. Paper-based tests often involve multiple-choice, gap-fill, essay, and short-Answer Key questions designed to measure various language skills such as reading, writing, listening, and speaking (Richards, 2001, p. 137). Oral interviews and speaking tasks provide direct evidence of communicative competence and fluency (Harmer, 2007, p. 362). Portfolio assessment involves collecting samples of learners' work over time, enabling evaluation of progress and self-reflection (O'Malley & Valdez Pierce, 1996, p. 110). Self-assessment and peer-assessment encourage learners to develop autonomy by critically evaluating their own or their peers' language performance (Boud, 1995, p. 180). The integration of technology has further enriched assessment methods, with computer-assisted language testing allowing for adaptive testing, instant feedback, and multimedia-based tasks that simulate real-life language use (Chapelle, 2001, p. 45).

Effective assessment in ELT must also adhere to criteria such as validity, reliability, practicality, and washback. Validity ensures the test measures what it intends to assess, reliability refers to the consistency of test results across different administrations, practicality concerns the feasibility of test implementation, and washback addresses the impact of testing on teaching and learning (Alderson, Clapham, & Wall, 1995, p. 13). Teachers must select assessment types, forms, and techniques appropriate to their instructional goals, learners' needs, and contextual

constraints, aiming to support learning while accurately measuring achievement. Through a combination of varied assessment approaches, ELT can provide comprehensive insights into learner performance, guide instruction, and promote effective language acquisition (Brown, 2004, pp. 23-38).

Types of Assessment in ELT:

a. Formative Assessment: Ongoing assessment during the learning process to provide feedback and guide instruction. It includes quizzes, peer assessments, self-assessments, and classroom observations.

b. Summative Assessment: Evaluation of learning outcomes at the end of a course or unit. It includes exams, standardized tests, projects, and portfolios.

c. Diagnostic Assessment: Identifying learners' strengths, weaknesses, and prior knowledge to tailor instruction. It includes pre-tests, needs assessments, and placement tests.

d. Authentic Assessment: Assessing real-world language use and tasks. It includes role-plays, simulations, projects, and performance-based assessments.

Forms and Techniques of Assessment:

a. Written Assessments: Tests, quizzes, essays, reports, journals, and written assignments.

b. Oral Assessments: Speaking exams, presentations, debates, interviews, and oral exams.

c. Listening Assessments: Listening comprehension tests, dictations, and audio-response tasks.

d. Reading Assessments: Reading comprehension tests, cloze exercises, and multiple-choice questions.

e. Integrated Skills Assessments: Tasks that combine multiple language skills (e.g., writing a report, giving a presentation).

f. Portfolio Assessment: Collection of learners' work samples, reflections, and self-assessments over time.

g. Peer Assessment: Students evaluate and provide feedback on each other's work.

h. Self-Assessment: Students assess their language proficiency, set goals, and reflect on their learning progress.

Being a universal language, English is crucial to any thorough educational program since it has a big influence on employment and

intercultural understanding. Language assessments are a useful tool for English language learners to track their language proficiency. English education is closely related to evaluating students' language ability, directing teachers' choices, and offering standardized proof of language competency for academic, professional, and private purposes. In order to guarantee that children gain the linguistic proficiency required for success in the globally interconnected and culturally diverse world of today, effective language evaluation is essential. To determine an individual's level of language proficiency, tests and observations are used to get an objective score. Since feedback fosters growth as language learners for both teachers and students, it is a crucial component of English instruction. The goal of assessing a student's language proficiency is to determine their areas of strength and weakness so that they can improve for subsequent instruction.

Since it enables teachers to gauge how effectively their pupils are understanding the material covered in class, assessment is crucial in language instruction. According to Brown, assessment is a continuous process that involves several different tasks.

Teachers unconsciously evaluate their students' development whenever they Answer Key a question, express an opinion, or try out a novel idea or framework. Assessment is a critical approach that can be used to determine how effective a learning process is. Assessment data are also used to evaluate how well teachers are doing in the classroom. These definitions make it abundantly evident that assessment is a technique used to gauge students' academic progress. Students are given the chance to show off what they know. When creating a variety of useful exams, the instructor must consider a thorough requirements analysis. The criteria used to assess whether or not the pupils have understood the topic must be known to them. As a result, scholars are eager to use a bibliographic approach to investigate language assessment in English language instruction.

Informal and Formal Assessment

Students' spontaneous Answer Key, routines, and other types of feedback serve as the foundation for informal assessments. A happy face next to a school project might be as basic as that, or it could be as complex as writing "Great job!" or "It was a nice idea!" However, the main focus of this assessment is the result of the classroom work rather than assessing and rating students' proficiency. Modifying note-taking methods, pronunciation, and reading skills are a few examples. Responding to draft essays and taking marginal notes on papers are two more.

Formal assessment uses a series of exams and other methods to assess a reservoir of knowledge and abilities. For both teachers and students, they are intended to offer a comprehensive assessment of student learning through methodical, focused sample methods. Tournament matches that fit into a player's usual training regimen receive a higher rating. However, tests are one kind of formal assessment. There are other ways to formally assess how well students are doing on course objectives, such as using resource portfolios and student notebooks. However, calling either of these "tests" can be confusing. A formal assessment is a set of methodical observations of a student's degree of oral participation in class rather than a test. The majority of assessments are based on a limited subset of student performance during that time and last no more than one or two hours.

Formative Assessment

Giving students feedback on their performance while they are still "forming" a set of abilities or competencies is the aim of formative assessment. Both the teacher and the student must carefully consider performance evaluation with an eye toward the learner's future development if they are to experience this kind of growth. In practice, all informal evaluation methods ought to be seen as formative. For students, the development of their language skills is crucial. Feedback that can be utilized to assist students improve their command of the English language includes comments, ideas, and corrections.

Summative Assessment

Teachers use summative assessments to obtain a thorough picture of their students' learning at the end of a lesson or unit. A review of the student's learning outcomes may shed light on their prior success, but it does not ensure future progress. Course finals and standardized knowledge and competence tests are examples of summative assessments. Summative assessments frequently include evaluation (making a call), though not always. One reason for the general discontent with the testing system is the pervasive notion that all assessments (quizzes, periodic review tests, midterm exams, etc.) ought to be regarded as summative.

Benefits and Limitations of Each Assessment Type:

Formative Assessment: Benefits include immediate feedback and ongoing improvement; limitations may include time constraints and subjectivity.

Summative Assessment: Benefits include measuring achievement and proficiency; limitations may include limited feedback and pressure on students.

Diagnostic Assessment: Benefits include personalized learning and targeted interventions; limitations may include resource-intensive process and potential biases.

Authentic Assessment: Benefits include real-world application and skill development; limitations may include task complexity and scoring challenges.

Standardized Assessment: Benefits include comparability and reliability; limitations may include cultural biases and standardized format constraints.

CEFR Requirements in Assessing Foreign Language Skills:

The Council of Europe produced the "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" (CEFR) publication.

This document's primary purpose was to establish a consistent framework for developing language curricula, syllabuses, recommendations, tests, and course books throughout Europe. Additionally, it offered a teaching and assessment methodology that was used for all European modern languages (the foreign languages are commonly utilized for communication on a global scale).

The CEFR views language acquisition as a dynamic, lifelong process that progresses through all levels. Therefore, the goal of the "CEFR" is to establish benchmarks that must be met by later phases of modern language instruction and acquisition. This paper has been approved as a standard framework that can be used in all language teaching and learning contexts, including many other nations. At least 37 languages have been used to translate the CEFR. The creation of FL State Educational Standards or National Curricula reflects the implications of this Framework in several nations.

The CEFR states that learners in all LT contexts should be assisted in reaching the specific competence level at a given learning stage. The language setting in the CEFR takes into account the cultural environment. Cultural context suggests taking into account the unique national circumstances surrounding the teaching and learning of modern languages as well as the national-cultural characteristics of the adjacent languages (both native and learnt).

Six common reference levels of education are proposed by learning modern languages throughout one's life:

C1	Effective mastery	Proficient user
C2	Operational proficiency	
B2	Vantage	Independent user
B1	Threshold	
A2	Waystage	Basic user
A1	Breakthrough	

Learners who master each level in turn get genuine chances to interact with others in different language contexts.

The Common European Framework of Reference for Languages (CEFR) provides guidelines for assessing language proficiency across six levels: A1 (Beginner) to C2 (Advanced). CEFR requirements include assessing four language skills: *Listening, Speaking, Reading, and Writing*, i.e., evaluating communicative language competence, linguistic accuracy, and strategic language use. Moreover, it describes proficiency levels using descriptors such as *Can-Do statements* for each skill and level (e.g., *Can understand main ideas in complex texts at C1 level*).

Six levels are referenced in the CEFR specification and are intended to serve as illustrative descriptors (scales) in the form of "Can Do" statements ranging from level A1 to C2. These scales provide "a means to map the progress" of learners and can be used as a tool for comparing ability levels among FL students ('Using the CEFR: Principles of Good Practice. -CUP, 2011. -P.8).

The descriptors are designed to function in two ways: 1) we may observe a progression across all levels in a vertical dimension; 2) various teaching and learning contexts are displayed in a horizontal dimension. Table 1 displays the common reference levels of the CEFR.

Table 1:

CEFR Reference Levels

C2	Can easily comprehend almost anything that is read or heard. able to compile data from several written and spoken sources, logically reconstructing arguments and narratives. Can communicate spontaneously, accurately, and fluently while distinguishing subtler meanings even in more challenging circumstances.
C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/her fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed

	text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
B2	Can comprehend the essential concepts of intricate writings on both tangible and intangible subjects, including technical talks in their area of expertise. able to communicate with a level of spontaneity and fluency that allows for frequent communication with native speakers without causing stress to either side. Capable of writing concise, in-depth articles on a variety of topics and outlining a position on a current situation while weighing the benefits and drawbacks of several solutions.
B1	Can comprehend the key ideas of concise, standard input on topics that are frequently encountered in business, education, leisure, etc. able to handle the majority of circumstances that can come up when traveling in a region where the language is spoken. able to generate basic, related sentences about subjects that are either familiar or personal. able to succinctly provide justifications and explanations for beliefs and intentions, as well as to describe experiences, events, dreams, desires, and objectives.
A2	Has the ability to comprehend phrases and commonly used terms about topics of immediate interest (e.g. very basic personal and family information, shopping, local geography, employment). Capable of communicating in basic and everyday duties that call for an easy exchange of knowledge on well-known and everyday topics, may succinctly explain elements of his or her upbringing, current surroundings, and issues about urgent needs.
A1	Can comprehend and employ common everyday idioms and simple sentences meant to meet specific demands. can ask and respond to inquiries concerning personal information, like where they live, who they know, and what they own, as well as introduce themselves and others. can communicate simply as long as the other person is willing to assist and speaks clearly and slowly.

The scales in the above table are global and not comprehensive since they do not account for the wide range of linguistic contexts. Six reference levels are used by the CEFR to characterize language learners' proficiency in "speaking, listening, reading, and writing." Through communicative tasks and activities, the FL reference levels are investigated.

ELT is regarded as a career in the field of educational specialty in Uzbekistan; it calls for a certain body of knowledge acquired via both

classroom instruction and real-world experience. These days, proving a particular level of English ability is a prerequisite for certification. The FLT multistage model was developed in Uzbekistan using a continuous, succession model, international standards, and localization of EL teaching and learning materials and methodologies (adapting to the national situation). It has something to do with the popular multilevel FLT paradigm in other nations.

The domestic multistage model of continuous and successive FLT includes the following levels of FL (Ўзбекистон Республикаси узлуксиз таълим тизимининг Давлат стандарти// Халқ талими.4/2013. -Б. 5-6) given in Table 2.

Table 2.

Levels of FL

Educational stage	Classes	Levels according to CEFR
Primary and secondary education	1 -4 forms at school	A1
	5-9 forms at school	A2
	Language-oriented schools	A2+
Special secondary education	Academic lyceums 1-3 courses	B1
	Vocational colleges	
	Language-oriented academic lyceums	B1+
Higher education	Bachelor degree non-linguistic institutes and universities	B2
	Master degree non-linguistic institutes and universities	
	The second language in Bachelor and Master degree institutions and universities	
	Bachelor degree linguistic institutes and universities	C1
	Master degree linguistic institutes and universities	

There are two phases to schooling: 1) primary education (forms 1–4) and 2) secondary education (forms 5–9). Academic lyceum instruction is regarded as upper secondary education. Both 1) General English and 2) English for Specific Purposes (ESP), also known as English for

Occupational Purposes (EOP), are covered by ELT at vocational colleges. ESP has historically been linked to college, non-linguistic institute, and university coursework.

Studying in Lyceum and College is regarded as a profile education in the Uzbek educational system:

1) Studying at an academic lyceum offers a deep, specialized, and vocational education that fosters the development of intellectual abilities;

2) Studying at a vocational college offers a deep development of professional abilities, leading to the acquisition of a junior specialist certificate;

3) graduates of professional colleges can pursue further education at universities and institutes. At this point in their education, teaching and learning English requires both general English and English for specialized goals, i.e., to build language proficiency and study abilities that will enable them to thrive in postsecondary education and their chosen field.

Qualified specialists are trained by higher education in the bachelor's and master's degree programs (pre-service FL training). **Post-graduate education** (institution of senior scientific people and researchers), upgrading courses for in-service teacher training, and retraining to alter a qualification are not included in the above table.

The following are some *benefits of the domestic educational model*:

1) Outlining the elementary and graduate education, which helps determine the FLT's subsequent structure and content. There is no doubling of transitive FLT content from one stage to another thanks to succession, which offers FLT content that is continuous and systematic. The FL progress reflects the multistage and progressive nature of the cognitive process. This concept is meant to support FL's lifetime independent learning (self-study), although post-graduate education is not discontinued.

2) The chance to enter the global educational arena is provided by taking into account the international criteria for the assessment of the language level (communicative competence) at all stages. The CEFR levels and descriptors are tailored to each stage, goal, and objective, as well as to the social context of Uzbekistan. The FLT content and requirements for the language levels, as a result of FLT, take into account the CEFR levels.

3) Localization of educational resources for English Language Learners. English teaching resources originate from many locations

where English is either a foreign language or a native or official language. Students' motivation diminishes and they become unwilling to communicate in class and express ideas or opinions because the material from these nations does not represent the learning style, cultural values, and local realities of Uzbekistan. The idea behind localizing EL teaching and learning methods and materials is that ELT can be organically enhanced by appropriate surroundings and a balance between local and foreign cultural concepts and images. In order to give teachers, the opportunity to explain non-native cultural elements and to use localized content, the new educational model has necessitated the development of new curricula, syllabuses, and coursebooks that are appropriate for both local and foreign contexts. Finding the best ways to explain non-native aspects and portray local culture is crucial for educators. Additionally, the use of humanizing materials and activities is essential to making the language learning process a more impactful experience and figuring out how to assist the students in making the connection between "what is in the book to what is in their minds." Consequently, it is required to make the instructional materials more relatable.

The authors of coursebooks, syllabuses, curricula, and other guides in Uzbekistan make an effort to humanize the content, place it in circumstances that are relevant to the students' culture and daily lives, and adapt the language education to their individual needs and preferences. All of this enables students to express who they are and gives them the ability to choose what they need to study.

Communicative competence as a result of FL teaching and learning

The word "competence" is employed in the methodology to describe the attained degree of linguistic proficiency. N. Chomsky coined this phrase to describe the capacity to carry out a task. Communicative competence was first defined by D. Hymes as the capacity to employ the language one is learning in a particular social situation.

This concept was adopted by M. Canale and M. Swain, who created and refined a communicative competency model.

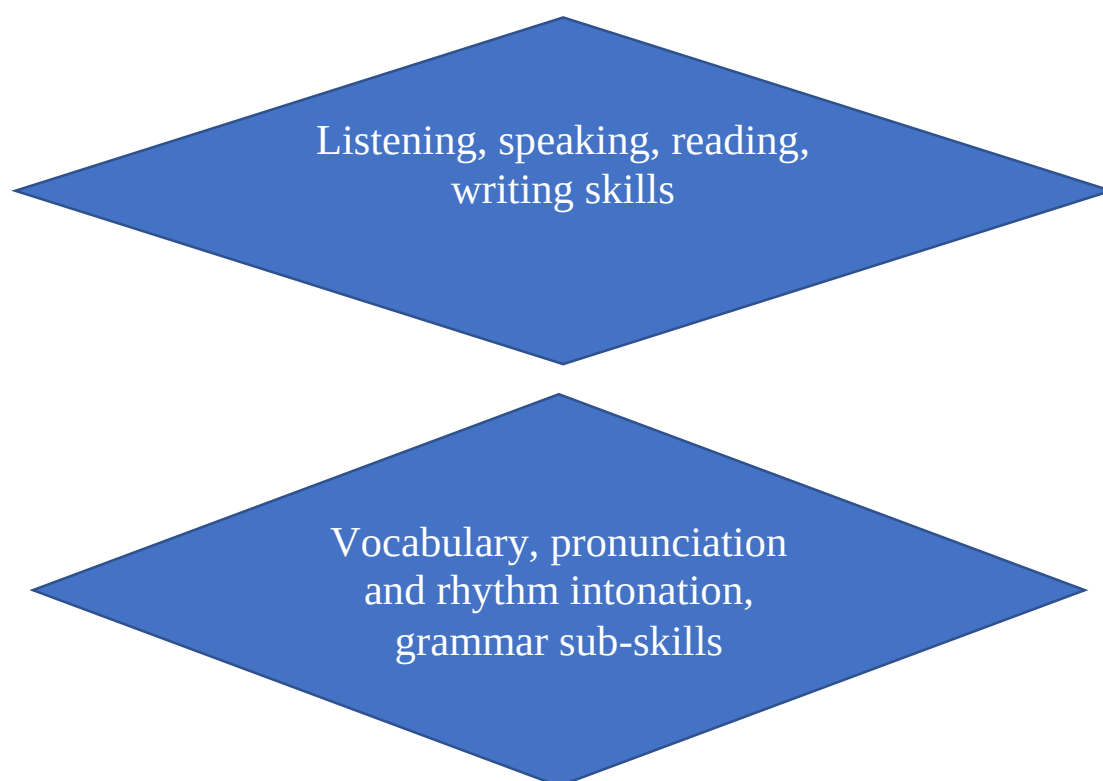
After applying it to FL acquisition, Van Ek made it a cornerstone of the evolution of communicative language instruction. Stated differently, the concept of "competence" in relation to FLT was created within the framework of the Council of Europe's studies to determine the degree of linguistic proficiency. It was described as the capacity to carry out a task with the aid of learned information, abilities, and experience. The CEFR

outlines the domains and models of general and communicative competencies that students need to master.

Gaining the requisite subskills and abilities to communicate in socially and culturally acceptable ways is the goal of communicative methods, which necessitates concentrating on roles, functions, and actual circumstances, among other elements of the learning process.

For this reason, a communication skill breaks down into the following main knowledge components: 1) proficiency in the language and 2) familiarity with its usage. People require communicative skills in order to communicate. However, to achieve this goal, a student has to develop language subskills (vocabulary, pronunciation, grammar) that can be applied correctly while demonstrating language (communicative) abilities in speaking, listening, reading, and writing (see Figure 1). "Someone who knows a language knows more than just how to understand, speak, read, and write sentences," according to H.G. Widdowson. Additionally, he is aware of how sentences are used to convey ideas, and "learning a language entails developing the ability to compose correct sentences.

Figure 1. Language/communicative sub-skills and skills



Several models of communicative communication have been proposed in the scientific literature on technique. The present view, however, incorporates linguistic, sociolinguistic, discourse, strategic,

socio-cultural, and social competencies into the concept of communicative competence.

1. **Linguistic competence:** The ability to create and understand meaningful utterances that follow the rules of the language in question and carry its conventional meaning—that meaning that native speakers would typically ascribe to an utterance when employed in isolation. This proficiency encompasses phonetic and phonological knowledge, grammar, vocabulary, and stylistic awareness.

2. **Sociolinguistic competence:** the understanding of how factors like context, communication partner relationships, communication goals, etc., influence language form selection. The relationship between linguistic signs and their situational or contextual meaning is covered by this competency.

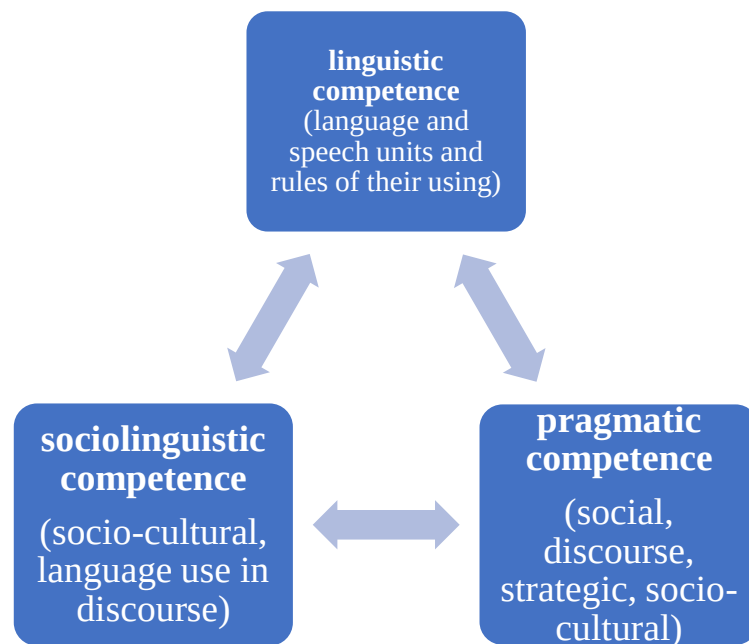
3. **Discourse competence:** the capacity to generate and interpret texts using suitable techniques. It describes how words, structures, and utterances are chosen, arranged, and sequenced to produce a cohesive spoken message. Here, lexical and grammatical resources meet sociocultural knowledge and top-down communication intent to convey ideas and attitudes and produce texts that make sense.

4. **Strategic competence:** In situations where communication is challenging, we must figure out how to express ourselves or understand others; these include communicative tactics like rephrasing, seeking clarification, etc.

5. **Sociocultural competency:** as every language is embedded in a sociocultural framework, sociocultural competence requires a certain level of acquaintance with that environment and suggests the usage of a specific reference frame that differs somewhat from the FL learner's. The speaker's pragmatic understanding, or how to correctly convey messages within the broader social and cultural framework of communication, is referred to as socio-cultural competence. This includes being aware of linguistic variance in relation to the target language's sociocultural norms.

6. **Social competence:** Motivation, attitude, self-assurance, empathy, and the capacity to manage social circumstances are all components of social competence, which encompasses both the will and the ability to engage with people.

Since FLT leads to communicative competence (proficiency), these elements are reflected in the six CEFR Reference levels.



The linguistic, sociolinguistic, and pragmatic skills are listed in our model (refer to Figure 2). The other competencies—discourse, sociocultural, strategic, and social—are interconnected and encompass sociolinguistic and pragmatic competencies. Understanding the functions or illocutionary forces implied in the speech or discourse is a component of pragmatic competency.

That are meant to be comprehended and generated, in addition to the socio-contextual elements and communication tactics that influence its suitability. It entails understanding cross-cultural awareness, including the distinctions and similarities in intercultural communication, as well as cultural elements like the norms of behavior that apply to the target language group.

Since the four language skills are seen as a manifestation of the ability to interpret and produce a spoken or written piece of discourse (text+situation), this model of communicative competence emphasizes their significance.

Questions:

1. What is assessment and what role does it play in evaluating language proficiency and progress? Explain the importance of using different types of assessment for varied learning purposes.
2. What are the main types of assessment in ELT: formative, summative, diagnostic, authentic, and standardized? Provide examples (quizzes, peer assessments, classroom observations, exams, projects, and portfolios, pre-tests, needs assessments, role-plays, simulations, and

performance-based assessments, TOEFL, IELTS, and proficiency tests) and descriptions of each type to clarify their purposes and characteristics.

3. What is the goal of the CEFR?
4. What do we mean by descriptors in the CEFR?
5. Why do we adapt the CEFR to the national context of Uzbekistan?
6. What terms are used for descriptors?
7. Can we say that we enter the international education space implementing the CEFR?
8. How can competence-based approach in the ELT be realized in the teaching documents?
9. What components of communicative competence do you know?
10. What are differences in terms «usage» and «use» as aspects of language performance?

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In-class activities:

1. Following the scenarios or case study, analyze which type of assessment would be most appropriate and why. Reflect on your own experiences with different types of assessment in language learning. Discuss the advantages, limitations, and considerations for using each type of assessment effectively.
2. Prepare a list of assessment examples (e.g., quizzes, exams, portfolios, role-plays) and descriptions of their purposes and characteristics. In pairs, match each assessment example with the correct type of assessment (formative, summative, etc.) based on your understanding of assessment types.
3. Examine the cards with descriptions of different assessment types (formative, summative, diagnostic, authentic, standardized). In pairs

or small groups, sort the cards into categories based on the descriptions provided. Get ready to discuss and justify your sorting decisions.

4. Being divided into two groups: one advocating for the benefits of formative assessment and the other for summative assessment, have a debate where each group presents arguments supporting their chosen type of assessment, considering factors such as feedback, learning improvement, and evaluation of learning outcomes.

5. Take a diagnostic pre-test at the beginning of the lesson on the topic suggested by your teacher. Then, analyze the results of the pre-test to demonstrate the purpose of diagnostic assessment in identifying learners' initial knowledge, strengths, and areas for improvement.

6. Being assigned roles in a simulated real-world language task (e.g., job interview, travel situation, academic presentation), get engaged in the role-play activity and assess their performance based on authentic assessment criteria such as communication effectiveness, task completion, and language use.

7. Follow the sample questions or tasks from standardized tests like TOEFL or IELTS suggested by your teacher. Practice Answer Keying these questions to familiarize yourselves with standardized assessment formats and criteria.

8. Maintain reflection journals throughout the lesson series on your experiences with different types of assessment. Reflect on the effectiveness of various assessments in supporting your learning and language development.

9. Discuss the phases of the domestic educational model.

10. Talk about the fundamentals of the domestic multistage model of English language teaching and learning in the group.

11. Examine the State's requirements and substance. The term "Educational Standard of ELT" refers to the knowledge, skills, and instructional materials. Write a summary and learn about the developments in the outcomes of education in academic institutions, colleges, and schools.

Self-study tasks:

1. Consider how well the CEFR is being implemented in Uzbekistan. Write a succinct report.

2. Choose one of the suggested roles (e.g., teacher, student, administrator) in simulated assessment scenarios. Develop scenarios that involve different assessment types (e.g., administering a formative quiz, conducting a summative exam, implementing a diagnostic assessment).

3. Select one specific language learning context (e.g., beginner language class, language proficiency exam preparation, workplace language training). Create an assessment plan outlining the types of assessments you would use, your purposes, and how you would implement and evaluate each assessment type. Discuss your rationale in the form of summary writing.

4. Use online platforms to create interactive quizzes related to types of assessment in ELT. Include multiple-choice questions, true/false statements, and scenario-based questions to assess students' knowledge and understanding of assessment types. After implementing the quiz with your peers, provide immediate feedback and explanations for correct and incorrect Answer Key.

5. Watch videos of foreign language teachers giving instructions in different contexts. The videos can be selected from YouTube channel. Then write a summary discussing and evaluating the clarity of instructions, visual support, pacing, and student responses.

Activities:

1. Select a role-play in which you will take turns being the teacher and deliver instructions for language learning activities. Then provide feedback to your peers on the clarity, effectiveness, and comprehensibility of instructions.

2. Review instructional materials (e.g., worksheets, lesson plans) used in foreign language classes. Identify areas where instructions can be clarified, simplified, or enhanced with visual support.

3. In mini-groups, design language learning tasks (e.g., role-plays, group discussions, writing exercises) with clear and concise instructions. Share and discuss the designed tasks, focusing on language clarity and student comprehension.

4. In groups, find and present interactive instructional strategies such as think-pair-share, concept mapping, and guided discovery. Practice using these strategies to deliver instructions and engage students in active learning.

5. Conduct peer observations of instructional delivery, focusing on language clarity, visual support, and student comprehension. As a whole class, discuss and provide constructive feedback to peers based on observed practices.

6. Select and present scenarios depicting common instructional challenges (e.g., mixed proficiency levels, technical difficulties). Brainstorm strategies and solutions for overcoming these challenges while maintaining clear communication.

CONCLUSION

This textbook has provided a comprehensive and systematic exploration of the Methodology of English Language Teaching (ELT), serving as a critical foundation for your journey as an educator. We've moved beyond simply knowing the English language to understanding the pedagogical science of how to teach it effectively.

The core of our study involved analyzing seminal methods (like the Grammar-Translation Method and Audio-Lingualism) and contemporary approaches (like Communicative Language Teaching and Task-Based Learning). This exposure has illuminated the historical evolution of the field and equipped you with a practical toolkit to address common classroom challenges, such as integrating the four macro-skills (Listening, Speaking, Reading, Writing) and managing student affective factors like motivation and anxiety.

Throughout these chapters, we dissected the foundational principles that underpin language instruction, contrasting historical methods—like the structural rigidity of Audio-Lingualism—with modern, meaning-focused approaches—such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). You have gained insight into key psychological and linguistic theories, including the roles of Comprehensible Input and the Affective Filter Hypothesis, which directly inform your classroom strategies. Crucially, the structure of this textbook, with its objectives, exercises, and test questions, modeled the very teaching principles it advocates: clarity, active engagement, and integrated skill development.

The ultimate lesson is not to adhere rigidly to any single approach, but to cultivate a philosophy of principled eclecticism and reflective practice. You are now prepared to critically evaluate resources, diagnose learner needs, and adapt your instruction—from selecting authentic materials to deploying effective corrective feedback—to create dynamic, student-centered learning environments. As the field of ELT is ever-evolving, commit to continuous professional development; this will ensure you remain an informed, adaptive, and truly inspiring educator, capable of fostering genuine communicative competence in your students.

As you transition into the classroom, remember that your methodology must be constantly refined. The journey of language teaching is one of continuous reflective practice, where every lesson serves as an opportunity for self-assessment and improvement. By

applying the knowledge of syllabus design, assessment, and classroom management acquired here, you are now prepared to navigate the dynamic complexities of the teaching profession, ensuring you remain an adaptive, informed, and truly transformative educator who inspires students to achieve their full linguistic potential.

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GLOSSARY

Accuracy: The ability to produce grammatically correct language, with correct vocabulary, spelling, and pronunciation and often contrasted with **Fluency**.

Acquisition (Language): The subconscious process of "picking up" a language through meaningful interaction in the target language, similar to how a child learns their first language. Often contrasted with **Learning**.

Affective Filter Hypothesis: A theory by Stephen Krashen suggesting that a learner's emotional state (e.g., anxiety, low motivation, lack of self-confidence) acts as a mental barrier, or "filter," that can prevent them from successfully acquiring language, even if **Comprehensible Input** is available.

Approach: A set of principles or ideas about the nature of language and language learning, which informs a **Method**. *It is the broadest level of methodological theory.*

Audio-Lingual Method (ALM): A teaching method based on **Behaviorism** that emphasizes the repetition of structural patterns (drills) and memorization of dialogues, focusing on **Speaking** and **Listening** skills with a strong emphasis on **Accuracy**.

Authentic Material: Text or audio/video content (e.g., newspaper articles, real-life conversations, films) that was originally produced for a native-speaking audience, not specifically for language learners.

Auxiliary Verb (Helping Verb): A verb (like *be*, *do*, *have*) used with a main verb to form tenses, voice, or mood (e.g., *is* in "He *is* going").

CALP (Cognitive Academic Language Proficiency): The advanced language ability needed to understand and express complex ideas in academic, abstract, and context-reduced settings (e.g., reading a textbook, writing an essay) and often contrasted with **BICS**.

CEFR (Common European Framework of Reference for Languages): An international standard for describing language ability on a six-point scale, from A1 (Beginner) to C2 (Proficiency).

Chunking (Lexical): Treating a group of words (e.g., idioms, fixed phrases, collocations) as a single meaningful unit or **Lexical Item** for memorization and use.

Classroom Management: The set of teacher actions and instructional strategies used to create a productive learning environment, minimize distractions, and ensure smooth transitions between activities.

Cloze Procedure: An exercise where words are removed from a text and the learner must replace them, often by using context clues to demonstrate comprehension and vocabulary knowledge.

Code-Switching: The act of alternating between two or more languages or language varieties in a single conversation or text.

Collocation: Words that naturally and frequently occur together (e.g., *heavy rain, make a mistake, fast food*).

Communicative Competence: The ability to use language appropriately and effectively to achieve communication goals in real-world social and cultural contexts. *This is the goal of CLT.*

Communicative Language Teaching (CLT): An **Approach** that prioritizes meaningful interaction and the use of authentic tasks as both the means and the goal of language learning, focusing on **Fluency** over perfect **Accuracy**.

Comprehensible Input (i+1): Language input that is slightly beyond the learner's current level of competence (represented by i), but is still understandable due to contextual clues, visuals, or teacher support. *A key concept in Krashen's theory.*

Content and Language Integrated Learning (CLIL): An educational approach where a subject (such as history or science) is taught through the medium of the target language (English).

Controlled Practice: A stage in a lesson where learners practice a new language point in a restricted, highly-guided way to prioritize **Accuracy**, often through drills or gap-fill exercises.

Deductive Instruction: A teaching method where the teacher presents the rule or grammar explanation first, and then the students practice using the rule with examples. Often contrasted with **Inductive Instruction**.

Direct Method: A teaching **Method** that aims to immerse the learner by using only the target language in the classroom; grammar is learned **Inductively**, and translation is avoided.

Drill: A repetitive exercise or technique used to practice a language structure or vocabulary point until it becomes automatic.

EFL (English as a Foreign Language): English taught in a country where English is not the main language of communication (e.g., teaching English in Japan or Brazil).

Eliciting: A teaching technique where the teacher prompts or guides students to provide the language or information themselves, rather than simply telling it to them.

Error: A deviation from the target language that occurs because the learner has not yet learned the correct form. *Errors are often systematic and reveal the learner's current **Interlanguage**.* Usually contrasted with **Mistake**.

ESL (English as a Second Language): English taught in a country where English is the main language of communication (e.g., teaching English to immigrants in the UK or the US).

Extensive Reading: Reading longer texts, such as books or articles, for pleasure and overall comprehension, aiming to build **Fluency** and vocabulary in a natural context.

Feedback (Corrective): The information provided to a learner regarding their language output, often aimed at helping them recognize and correct errors.

Fluency: The ability to speak or write smoothly, easily, and at a natural pace without excessive pausing or hesitation. Often prioritized in **Communicative Language Teaching**.

Focus on Form (FonF): Drawing students' attention to specific linguistic forms (grammar or vocabulary) within the context of a communicative activity.

Formative Assessment: Ongoing assessment conducted throughout the teaching process to monitor student learning and provide feedback to both teachers and students to improve instruction.

Grammar-Translation Method (GTM): A traditional method focusing on explicit grammar rules, memorizing vocabulary lists, and translating texts between the native language and the target language.

Guided Practice: A stage in a lesson where students practice new language points in a communicative activity with some teacher support or controlled structure.

Inductive Instruction: A teaching method where the teacher presents examples of the language, and the students are guided to observe, analyze, and discover the grammar rule themselves.

Input: The language to which the learner is exposed (e.g., listening to the teacher, reading a textbook).

Interaction: Communicative exchange between the teacher and students, or among students, which promotes language practice and negotiation of meaning.

Interlanguage: The unique linguistic system a learner creates as they attempt to produce the target language; it is transitional and contains features of both the native language and the target language.

Intensive Reading: Detailed, careful reading of a short text with a specific focus on understanding vocabulary, grammar, and nuances of meaning.

Learning (Language): The conscious study of a language, focusing on grammar rules and vocabulary, typically in a formal classroom setting. Often contrasted with **Acquisition**.

Lexical Approach: An **Approach** to teaching that emphasizes the importance of **Lexis** or word-combinations (**Collocations** and **Chunks**) as the building blocks of language, rather than just grammar structures.

Lexis: A synonym for **Vocabulary**; often used to include not just single words, but also multi-word units like phrases and fixed expressions.

Method: A specific, systematic way of teaching a language that is based on a particular **Approach** (e.g., Direct Method, Audio-Lingual Method).

Mistake (Slip): A deviation from the target language that a learner can correct themselves, as it is a performance error due to tiredness or a lapse in concentration. Often contrasted with **Error**.

Motivation: The driving force behind a learner's desire to learn a language, which can be **Integrative** (a desire to be part of the target culture) or **Instrumental** (a desire to achieve a practical goal, like a job or a qualification).

Paraphrasing: Restating a text or passage in different words to demonstrate understanding or to simplify complex language.

Phonology: The study of the sound system of a language, including **Phonemes**, stress, and intonation.

PPP (Presentation, Practice, Production): A traditional lesson structure where the teacher first **Presents** a new language point, the students engage in **Practice** (controlled then guided), and finally use the language freely in **Production** activities.

Pragmatics: The study of how language is used in social contexts and how meaning is inferred based on context rather than just literal words.

Productive Skills: Speaking and Writing, which involve producing language. Often contrasted with **Receptive Skills**.

Proficiency: The overall level of ability in a language, typically measured by a standardized test and described using levels (e.g., Beginner, Intermediate, Advanced, or **CEFR** levels).

Realia: Real-life objects or materials used in the classroom (e.g., food, tickets, maps) to introduce vocabulary and create a more authentic learning context.

Receptive Skills: Listening and Reading, which involve understanding language input. Often contrasted with **Productive Skills**.

Rote Learning: Memorization through repetition, often without focusing on deep understanding or meaning.

Scaffolding: Instructional support provided by a teacher (e.g., modeling, using visuals, breaking down tasks) to help learners complete a task that they would not be able to do independently.

Silent Way: A teaching **Method** where the teacher remains largely silent, using gestures and visual aids (like Cuisenaire rods or color charts) to encourage student autonomy and discovery of the language rules.

Skimming: Reading quickly to get the main idea or general overview of a text.

Sociolinguistics: The study of the relationship between language and society, including how social factors (age, gender, status) affect language use.

Subskill: A specific, focused ability within a larger skill (e.g., *listening for gist* or *scanning for specific information* are subskills of the **Receptive Skills**).

Summative Assessment: Assessment conducted at the end of a unit, course, or period to evaluate student learning against a standard or benchmark (e.g., a final exam).

Syllabus: The document or plan outlining the content and sequence of instruction for a course.

Target Language: The language that a learner is studying (in this case, English).

Task-Based Language Teaching (TBLT): An **Approach** where learning revolves around the completion of a complex, real-world task (e.g., planning a trip, designing a website), with language analysis occurring before, during, or after the task.

Total Physical Response (TPR): A teaching method based on the idea that language is best learned by connecting physical movement to verbal commands (e.g., "Stand up," "Point to the board").

Zone of Proximal Development (ZPD): A concept from Vygotsky's theory defining the space between what a learner can do independently and what they can achieve with the guidance and support (**Scaffolding**) of a teacher or more capable peer.

SAMPLE LESSON PLANS

LECTURE 1 LESSON PLAN

Topic: A Brief History of Teaching Methods of Foreign Languages and Its Developing Stages

Duration: 80 minutes

Course: Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Materials: Projector, PowerPoint, printed note-taking outline, historical timeline poster (optional), whiteboard

Lesson Objectives

SWAT:

- **Outline** key historical methods of foreign language teaching in chronological order.
- **Describe** the main features, goals, and assumptions of each method.
- **Identify** the socio-educational contexts in which each method emerged.
- **Analyze** the influence of earlier methods on modern approaches.
- **Reflect** on how teaching has evolved from method-based to post-method pedagogy.

Stage	Time	Content / Activities	Method	Purpose
1. Introduction & Lead-in	10 min	- Ask students: “How do you think people learned foreign languages in ancient times?” - Show timeline outline slide - Present today’s objectives	Interactive questioning + visuals	Engage prior knowledge and introduce topic
2. Early Methods (Ancient to 19th Century)	15 min	- Grammar-Translation Method (GTM): Origins in Latin & Greek education - Focus: rules, translation, reading literature - Criticisms and long-lasting influence	Lecture with PPT & guided notes	Introduce foundational method and its legacy
3. Natural/Direct Method	10 min	- Reaction to GTM - Emphasis on immersion, no L1 use, oral communication - Introduce key figures (e.g., Gouin, Berlitz)	Lecture + examples	Show pedagogical shift toward communication
4. Structuralist Methods (20th Century)	15 min	- Audiolingual Method (ALM): Rooted in behaviorism and structural linguistics - Repetition, drills, stimulus-response - Use in military programs (U.S. Army Method)	Lecture + brief video/audio clip	Demonstrate mechanistic, drill-based teaching

Stage	Time	Content / Activities	Method	Purpose
5. Communicative Approaches	15 min	- Communicative Language Teaching (CLT): Focus on meaning and function, real-life communication - Contextual learning, group work, tasks - Compare CLT to previous methods	Lecture + class discussion	Highlight shift from form to function
6. Post-method and Eclectic Era	10 min	- Postmethod Pedagogy (e.g., Kumaravadivelu): Beyond rigid methods - Eclectic and context-responsive teaching - Task-Based Language Teaching (TBLT), Dogme ELT	Lecture + mind map	Show current trends and their flexible nature
7. Summary and Timeline Activity (Mini-Recap)	5 min	- Show a completed timeline of methods - Invite students to summarize key methods chronologically	Visual summary + brief review	Consolidate historical flow of ideas
8. Reflection & Exit Ticket	5 min	- Ask students to complete: “Which method do you think had the biggest impact on modern ELT and why?” - Collect for feedback	Individual reflection	Encourage critical thinking and close lesson

Materials Needed

PowerPoint Slides:

Timeline of methods

Method names, features, keywords, representative images

Lecture Handout / Notes Template:

Fill-in-the-blank timeline

Key terms chart

Exit Ticket Sheet:

2–3 reflection questions

Assessment

Type	Method	Purpose
Formative	Observation of participation + completion of note-taking handout	Monitor engagement and understanding
Summative	Exit ticket reflection question	Assess ability to connect theory with critical insight

LECTURE 2 LESSON PLAN

Topic: Grammar-Translation Method and Its Peculiarities

Course: Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Materials: PowerPoint, handout (lecture notes outline), whiteboard, projector, short literary passage, student reflection sheets

Lesson Objectives

SWAT:

- **Explain** the historical background of the Grammar-Translation Method (GTM).
- **List and describe** the main characteristics and techniques of GTM.
- **Analyze** the strengths and limitations of the method.
- **Recognize** contexts where GTM might still be used today.
- **Reflect** on their own learning/teaching experiences in relation to GTM.

Stage	Time	Content & Activities	Method	Purpose
1. Introduction & Warm-up	10 min	- Greet students - Ask opening question: “How were foreign languages taught 100 years ago?” - Quick think-pair-share - Introduce today’s topic and objectives	Interactive Lecture	Activate prior knowledge and set purpose
2. Historical Context of GTM	10 min	- Lecture: Origins in classical Latin & Greek education - 18th–19th century Europe - Educational assumptions of the time (focus on written language, grammar mastery, and literary translation)	Lecture with slides	Establish foundation for understanding GTM
3. Core Characteristics of GTM	15 min	- Lecture with guided notes: ▪ Focus on grammar rules ▪ Memorization of vocabulary lists ▪ Reading and translating texts ▪ Deductive grammar instruction ▪ Little or no speaking/listening	Lecture + Note-taking	Provide detailed understanding of GTM’s defining features

Stage	Time	Content & Activities	Method	Purpose
		- Students fill in key points using a note-taking handout		
4. Techniques Used in GTM	10 min	- Present specific techniques: - Translation exercises - Reading comprehension based on literary texts - Grammar drills - Display and briefly analyze a sample GTM-based lesson	Lecture + Demonstration	Connect theory to practical classroom examples
5. Strengths and Criticisms	15 min	- Lecture + discussion: - Strengths: clarity of grammar, focus on accuracy, cultural exposure - Criticisms: lack of communication, demotivating, ignores listening/speaking - Students copy pros/cons table from slide	Lecture + Guided Notes	Encourage critical thinking and nuanced understanding
6. Contexts for GTM Today	5 min	- Where GTM is still used (e.g., some schools in Asia, exam-focused systems,	Mini-lecture	Bridge past and present applicability

Stage	Time	Content & Activities	Method	Purpose
		literature-focused curricula) - Why some teachers still prefer it		
7. Reflection Activity	10 min	- Distribute reflection prompt: "Have you ever experienced GTM as a learner? Would you use it as a teacher?" - Students write a short paragraph	Individual Work	Deepen personal connection and reflection
8. Q&A and Summary	5 min	- Open floor for student questions - Recap key points on whiteboard: origin, features, pros/cons, relevance	Instructor-led	Reinforce learning and clarify doubts

Materials & Resources

PowerPoint Slides covering:

- Historical background
- Core features
- Techniques
- Pros and cons
- Examples and visuals

Handouts:

- Lecture note-taking sheet (fill-in-the-blanks, diagrams)
- Pros & Cons comparison table
- Short translation passage (optional)
- Exit ticket / Reflection sheet

Assessment

Type	Tool	Purpose
Formative	Note-taking activity & reflection paragraph	Check comprehension and engagement
Summative (optional)	Quiz in next class	Assess retention of content from lecture

LECTURE 4 LESSON PLAN

Topic: Main Features of the Direct Method

Course: Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Teaching Mode: Lecture with guided interaction

Materials: PowerPoint, whiteboard, handouts, video/audio clips

Lesson Objectives

SWAT:

- Define the Direct Method and explain its historical background.
- Identify and describe the main features and principles of the

Direct Method.

- Understand how the method differs from earlier approaches like Grammar-Translation.

- Recognize classroom techniques associated with the Direct Method.

- Critically reflect on the advantages and limitations of the method.

Stage	Time	Content & Activities	Interaction	Purpose
1. Introduction & Warm-up	10 min	- Ask: "How do you think people learned foreign languages before modern methods?" - Brief discussion to activate prior knowledge - Introduce lesson objectives	T-S, S-S	Engage and set context

Stage	Time	Content & Activities	Interaction	Purpose
2. Historical Background	10 min	- Lecture: Origins in late 19th century - Reaction against Grammar-Translation Method - Focus on spoken language and natural learning	T-S	Provide historical context
3. Main Features of the Direct Method	25 min	- Detailed explanation of features: ▪ Use of only target language ▪ Emphasis on oral communication ▪ Vocabulary taught through demonstration and context ▪ Grammar taught inductively ▪ Focus on everyday vocabulary and sentences ▪ No translation or explicit grammar explanations - Use slides and examples	Lecture + guided notes	Deliver core content
4. Classroom Techniques & Examples	15 min	- Present techniques such as: ▪ Question-Answer Key drills ▪ Use of realia and visual aids ▪ Storytelling and conversation practice - Show video/audio clips demonstrating techniques	Lecture + multimedia	Connect theory with practice

Stage	Time	Content & Activities	Interaction	Purpose
5. Advantages and Limitations	10 min	- Discuss benefits: natural learning, fluency focus - Discuss limitations: resource-intensive, not suitable for all learners	T-S discussion	Promote critical evaluation
6. Reflection and Q&A	10 min	- Students reflect: "Would you use the Direct Method in your teaching? Why or why not?" - Open floor for questions	S-T	Encourage personal engagement

Materials Needed

- PowerPoint slides covering history, features, techniques
- Handout summarizing main features and techniques
- Video/audio clips demonstrating Direct Method in action
- Whiteboard and markers

Assessment

Type	Tool	Purpose
Formative	Participation in discussion and reflection	Check understanding and critical thinking
Informal	Q&A session	Clarify and reinforce learning

LECTURE 5 LESSON PLAN

Topic: Communicative Language Teaching (CLT)

Course: Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Teaching Mode: Lecture with interactive elements

Materials: PowerPoint, whiteboard, handouts, video clips, sample activities

Lesson Objectives

SWAT:

- Define CLT and describe its historical development.
- Identify and explain the core principles of CLT.
- Understand the importance of communication and interaction in language learning.
- Describe common techniques and classroom activities used in CLT.
- Reflect critically on the strengths and challenges of implementing CLT.

Stage	Time	Content & Activities	Interaction	Purpose
1. Introduction & Warm-up	10 min	- Ask: "What does 'communicative competence' mean to you?" - Brief discussion to activate prior knowledge - Outline lesson objectives	T-S, S-S	Engage students and focus topic
2. Historical Background of CLT	10 min	- Lecture: Emergence in the 1970s - Reaction against structural and audio-lingual methods - Influence of sociolinguistics and communicative competence theory (Canale & Swain)	Lecture slides +	Provide context and foundations
3. Core Principles of CLT	20 min	- Explain key principles: ▪ Focus on communication and meaning ▪ Use of authentic materials ▪ Learner-centeredness and	Lecture + note-taking	Develop deep understanding

Stage	Time	Content & Activities	Interaction	Purpose
		interaction Integration of fluency and accuracy - Use handouts and guided notes		
4. Techniques & Classroom Activities	20 min	- Present examples: ▪ Role-plays ▪ Information gap tasks ▪ Group discussions ▪ Problem-solving activities - Show video/demo of CLT activity - Discuss how activities promote communication	Multimedia + discussion	Link theory to practice
5. Strengths and Challenges of CLT	10 min	- Discuss benefits: student engagement, real-world skills - Challenges: large classes, assessment difficulties, teacher training	T-S, S-T	Encourage critical evaluation
6. Reflection and Q&A	10 min	- Students write a short response: “How would you apply CLT in your teaching context?” - Open floor for questions	Individual + group	Personalize learning and clarify doubts

Materials Needed

- PowerPoint slides covering history, principles, and activities

- Handouts with CLT principles and sample activities
- Video clips demonstrating CLT lessons
- Whiteboard and markers

Assessment

Type	Tool	Purpose
Formative	Participation in discussion and reflection writing	Gauge understanding and application skills
Informal	Q&A session	Clarify concepts and reinforce learning

LECTURE 6 LESSON PLAN

Topic: Suggestopedia and Its Features

Course: Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Teaching Mode: Lecture with interactive discussion

Materials: PowerPoint, whiteboard, audio samples, handouts, visuals of classroom setup

Lesson Objectives

SWAT:

- Define Suggestopedia and explain its origin and founder.
- Describe the key psychological and pedagogical principles of Suggestopedia.
 - Identify and explain the main features and techniques of the method.
 - Understand the role of music, art, and atmosphere in Suggestopedia.
 - Reflect on the applicability and criticisms of Suggestopedia in modern language teaching.

Stage	Time	Content & Activities	Interaction	Purpose
1. Introduction & Warm-up	10 min	- Ask: "Have you ever learned or taught in a relaxed,	T-S, S-S	Engage students and set focus

Stage	Time	Content & Activities	Interaction	Purpose
		music-filled environment?” - Discuss briefly to activate prior knowledge - Present lesson objectives		
2. Historical Background	10 min	- Lecture: Origin by Georgi Lozanov in the 1970s - Context: Soviet Union, interest in accelerated learning - Show timeline slide	Lecture + visuals	Provide background and context
3. Psychological Principles	15 min	- Explain: ▪ Role of suggestion and positive expectation ▪ Lowering affective filter ▪ Use of peripheral learning ▪ Importance of relaxation and positive atmosphere	Lecture + guided notes	Explain theory behind method
4. Key Features of Suggestopedia	20 min	- Describe features: ▪ Use of classical music (Baroque) ▪ Comfortable, attractive classroom setup ▪ Role-playing and drama ▪ Use of art and decoration ▪ Learning through dialogues and songs - Show photos/videos of	Lecture + multimedia	Illustrate method's unique aspects

Stage	Time	Content & Activities	Interaction	Purpose
		Suggestopedia classrooms		
5. Classroom Techniques	10 min	- Present techniques such as: ▪ Concert sessions (passive and active phases) ▪ Use of peripheral learning aids ▪ Dramatic presentations - Discuss potential benefits and challenges	Lecture + discussion	Link theory to practice
6. Criticisms and Applicability Today	10 min	- Discuss criticisms: ▪ Scientific validity concerns ▪ Practical challenges ▪ Cultural adaptability - Reflect on whether aspects can be adapted in modern classrooms	T-S, S-T	Encourage critical thinking
7. Reflection & Q&A	5 min	- Students reflect: “Would you consider using Suggestopedia techniques? Why or why not?” - Open Q&A	Individual + group	Personalize learning and clarify doubts

Materials Needed

- PowerPoint slides covering history, principles, features
- Audio clips of Baroque music used in Suggestopedia
- Handouts summarizing features and techniques
- Photos/videos of Suggestopedia classrooms

- Whiteboard and markers

Assessment

Type	Tool	Purpose
Formative	Participation in discussion and reflection	Monitor engagement and understanding
Informal	Q&A session	Clarify concepts and reinforce learning

LECTURE 6 LESSON PLAN

Topic: Suggestopedia and Its Features

Course: Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Teaching Mode: Lecture with interactive discussion

Materials: PowerPoint, whiteboard, audio samples, handouts, visuals of classroom setup

Lesson Objectives

SWAT:

- Define Suggestopedia and explain its origin and founder.
- Describe the key psychological and pedagogical principles of Suggestopedia.
- Identify and explain the main features and techniques of the method.
- Understand the role of music, art, and atmosphere in Suggestopedia.
- Reflect on the applicability and criticisms of Suggestopedia in modern language teaching.

Stage	Time	Content & Activities	Interaction	Purpose
1. Introduction & Warm-up	10 min	- Ask: "Have you ever learned or taught in a relaxed, music-filled environment?" -	T-S, S-S	Engage students and set focus

Stage	Time	Content & Activities	Interaction	Purpose
		Discuss briefly to activate prior knowledge - Present lesson objectives		
2. Historical Background	10 min	- Lecture: Origin by Georgi Lozanov in the 1970s - Context: Soviet Union, interest in accelerated learning - Show timeline slide	Lecture + visuals	Provide background and context
3. Psychological Principles	15 min	- Explain: ▪ Role of suggestion and positive expectation ▪ Lowering affective filter ▪ Use of peripheral learning ▪ Importance of relaxation and positive atmosphere	Lecture + guided notes	Explain theory behind method
4. Key Features of Suggestopedia	20 min	- Describe features: ▪ Use of classical music (Baroque) ▪ Comfortable, attractive classroom setup ▪ Role-playing and drama ▪ Use of art and decoration ▪ Learning through dialogues and songs - Show photos/videos	Lecture + multimedia	Illustrate method's unique aspects

Stage	Time	Content & Activities	Interaction	Purpose
5. Classroom Techniques	10 min	- Present techniques such as: ▪ Concert sessions (passive and active phases) ▪ Use of peripheral learning aids ▪ Dramatic presentations - Discuss potential benefits and challenges	Lecture + discussion	Link theory to practice
6. Criticisms and Applicability Today	10 min	- Discuss criticisms: ▪ Scientific validity concerns ▪ Practical challenges ▪ Cultural adaptability - Reflect on whether aspects can be adapted in modern classrooms	T-S, S-T	Encourage critical thinking
7. Reflection & Q&A	5 min	- Students reflect: “Would you consider using Suggestopedia techniques? Why or why not?” - Open Q&A	Individual + group	Personalize learning and clarify doubts

Materials Needed

- PowerPoint slides covering history, principles, features
- Audio clips of Baroque music used in Suggestopedia
- Handouts summarizing features and techniques
- Photos/videos of Suggestopedia classrooms
- Whiteboard and markers

Assessment

Type	Tool	Purpose
Formative	Participation in discussion and reflection	Monitor engagement and understanding
Informal	Q&A session	Clarify concepts and reinforce learning

LECTURE 7 LESSON PLAN

Topic: Peculiarities of the Silent Way in the Teaching Process

Course: Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Teaching Mode: Lecture with interactive elements

Materials: PowerPoint, colored Cuisenaire rods (or images), handouts, whiteboard

Lesson Objectives

SWAT:

- Define the Silent Way and identify its founder.
- Explain the core principles and peculiarities of the Silent Way method.
 - Describe the role of teacher silence and learner autonomy in the method.
 - Identify key teaching techniques and classroom materials used.
 - Critically assess the benefits and challenges of the Silent Way in language teaching.

Stage	Time	Content & Activities	Interaction	Purpose
1. Introduction & Warm-up	10 min	- Ask: “What comes to mind when you hear ‘distance learning’?” - Collect ideas from students - Introduce lesson objectives	T-S, S-S	Engage students and activate prior knowledge
2. Historical Overview of	15 min	- Lecture: From correspondence courses to radio and	Lecture + visuals	Provide historical context

Stage	Time	Content & Activities	Interaction	Purpose
Distance Learning		TV-based education - Key milestones before the internet era - Show timeline slide		
3. Present-day Distance Learning	20 min	- Discuss current technologies: ▪ Online platforms (Zoom, Moodle, etc.) ▪ MOOCs, webinars ▪ Mobile learning - Show short video demonstrating an online class	Lecture + multimedia	Explain current practices and tools
4. Benefits and Challenges Today	15 min	- Benefits: accessibility, flexibility, personalization - Challenges: digital divide, motivation, interaction - Discussion: ask students to share their experiences	T-S, S-S discussion	Encourage critical thinking
5. Future Trends in Distance Learning	15 min	- Innovations: AI tutors, VR/AR, adaptive learning - Hybrid/blended models - Potential impact on language teaching	Lecture + speculative discussion	Stimulate forward-thinking
6. Reflection and Q&A	5 min	- Prompt: “How do you see distance learning shaping your future teaching?” - Open Q&A	Individual + group	Personalize and consolidate learning

Materials Needed

PowerPoint slides

Colored Cuisenaire rods or pictures of rods

Handouts outlining core principles and techniques

Video clips or photos of Silent Way classes (optional)

Whiteboard and markers

Assessment

Type	Tool	Purpose
Formative	Participation in discussion and reflection	Monitor understanding and engagement
Informal	Q&A	Clarify concepts and deepen learning

LECTURE 8 LESSON PLAN

Topic: Distant Learning – Past, Present and Future

Course: Educational Technology / Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Teaching Mode: Lecture with multimedia and discussions

Materials: PowerPoint, videos, handouts, whiteboard

Lesson Objectives

SWAT:

- Trace the historical development of distant learning.
- Identify key features and technologies of current distant learning.
- Analyze the benefits and challenges of distant education today.
- Predict future trends and innovations in distant learning.
- Reflect on the implications for language teaching and learning.

Stage	Time	Content & Activities	Interaction	Purpose
1. Introduction & Warm-up	10 min	- Ask: “What comes to mind when you hear ‘distance learning’?” - Collect ideas from	T-S, S-S	Engage students and activate prior knowledge

Stage	Time	Content & Activities	Interaction	Purpose
		students - Introduce lesson objectives		
2. Historical Overview of Distance Learning	15 min	- Lecture: From correspondence courses to radio and TV-based education - Key milestones before the internet era - Show timeline slide	Lecture + visuals	Provide historical context
3. Present-day Distance Learning	20 min	- Discuss current technologies: ▪ Online platforms (Zoom, Moodle, etc.) ▪ MOOCs, webinars ▪ Mobile learning - Show short video demonstrating an online class	Lecture + multimedia	Explain current practices and tools
4. Benefits and Challenges Today	15 min	- Benefits: accessibility, flexibility, personalization - Challenges: digital divide, motivation, interaction - Discussion: ask students to share their experiences	T-S, S-S discussion	Encourage critical thinking
5. Future Trends in Distance Learning	15 min	- Innovations: AI tutors, VR/AR, adaptive learning - Hybrid/blended models - Potential impact on language teaching	Lecture + speculative discussion	Stimulate forward-thinking
6. Reflection and Q&A	5 min	- Prompt: “How do you see distance learning shaping your future	Individual + group	Personalize and

Stage	Time	Content & Activities	Interaction	Purpose
		teaching?" - Open Q&A		consolidate learning

Materials Needed

PowerPoint slides with timeline, features, and future trends
Video clips of distance learning in action
Handouts summarizing key points
Whiteboard and markers

Assessment

Type	Tool	Purpose
Formative	Participation in discussion and reflection	Monitor engagement and understanding
Informal	Q&A	Clarify concepts and deepen learning

LECTURE 9 LESSON PLAN

Topic: Total Physical Response (TPR)

Course: Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Teaching Mode: Lecture with demonstrations and interaction

Materials: PowerPoint, video clips, space for physical activity, handouts

Lesson Objectives

SWAT:

- Define TPR and identify its founder.
- Explain the psychological and linguistic principles behind TPR.
- Describe the main features and steps of the method.
- Demonstrate sample TPR classroom activities.
- Analyze the advantages and limitations of TPR.

Stage	Time	Content & Activities	Interaction	Purpose
1. Introduction & Warm-up	10 min	- Ask: “How do you learn new vocabulary best—by listening, seeing, or doing?” - Brief discussion to activate prior knowledge - Present lesson objectives	T-S, S-S	Engage students and set focus
2. Background & Theoretical Basis	10 min	- Introduce James Asher and origin of TPR - Explain link to language acquisition theory and comprehension before production	Lecture slides +	Provide context
3. Main Features and Principles of TPR	15 min	- Explain key features: - Physical response to verbal commands - Emphasis on comprehension - Stress-free learning environment - Use of imperatives and commands first	Lecture handout +	Clarify core ideas

Stage	Time	Content & Activities	Interaction	Purpose
4. Demonstration of TPR Activities	20 min	- Instructor models simple commands (e.g., “stand up,” “sit down,” “touch your nose”) - Students respond physically - Discuss classroom application and adaptations	Demonstration + student participation	Make learning concrete
5. Advantages and Challenges	10 min	- Discuss benefits: memory retention, student engagement, reduced stress - Challenges: limited scope beyond beginners, space requirements	T-S discussion	Encourage critical reflection
6. Reflection & Q&A	15 min	- Students discuss or write: “How could you use TPR in your own teaching context?” - Open Q&A	Individual + group	Personalize learning and clarify doubts

Materials Needed

PowerPoint slides

Space for movement

Handouts summarizing principles and sample commands

Video clips showing TPR lessons (optional)

Whiteboard and markers

Assessment

Type	Tool	Purpose
Formative	Participation in physical activity and discussion	Gauge understanding and engagement
Informal	Q&A	Clarify and reinforce learning

LECTURE 10 LESSON PLAN

Topic: Technologies of Teaching Grammar

Course: Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Teaching Mode: Lecture with multimedia and discussion

Materials: PowerPoint, videos, online tools demo, handouts

Lesson Objectives

SWAT:

- Identify various technologies used in teaching grammar.
- Explain how these technologies enhance grammar learning.
- Demonstrate examples of digital tools and platforms for grammar instruction.
- Analyze benefits and challenges of using technology for teaching grammar.
- Reflect on integrating technology into their future grammar lessons.

Stage	Time	Content & Activities	Interaction	Purpose
1. Introduction & Warm-up	10 min	- Ask: “What technologies have you used or seen for teaching grammar?” - Collect responses	T-S, S-S	Activate prior knowledge and focus topic

Stage	Time	Content & Activities	Interaction	Purpose
		and list on board - Present lesson objectives		
2. Overview of Technologies in Grammar Teaching	15 min	- Lecture: From traditional aids to digital tools - Categories: ▪ Software & Apps (e.g., Grammarly, Quizlet) ▪ Interactive websites (e.g., Kahoot!, British Council) ▪ Multimedia (videos, podcasts) ▪ LMS platforms (e.g., Moodle, Google Classroom)	Lecture slides +	Provide framework
3. Demonstration of Key Tools	20 min	- Show live/demo of 2–3 popular tools (e.g., using Grammarly for error correction, Quizlet for vocabulary & grammar drills) - Discuss how these tools support different learning styles	Multimedia + discussion	Make concepts tangible
4. Benefits and Challenges	15 min	- Discuss benefits: ▪ Immediate feedback	T-S discussion	Encourage critical thinking

Stage	Time	Content & Activities	Interaction	Purpose
		Engagement and motivation ▪ Accessibility and self-paced learning - Discuss challenges: ▪ Access to technology ▪ Over-reliance on tools ▪ Teacher training needs		
5. Practical Integration Ideas	10 min	- Brainstorm ways to incorporate technology in grammar lessons - Share examples of blended learning, flipped classrooms	Group discussion	Prepare for application
6. Reflection & Q&A	10 min	- Prompt: “Which technology would you most likely use and why?” - Open floor for questions	Individual + group	Personalize learning and clarify doubts

Materials Needed

PowerPoint slides

Computer with internet for demos

Handouts listing recommended tools and websites

Whiteboard and markers

Assessment

Type	Tool	Purpose
Formative	Participation in brainstorming and Q&A	Monitor understanding and application
Informal	Observation during demos	Gauge engagement and comprehension

LECTURE 11 LESSON PLAN

Topic: Technologies of Teaching Listening

Course: Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Teaching Mode: Lecture with multimedia, demonstration, and discussion

Materials: PowerPoint, audio/video samples, online tools, handouts

Lesson Objectives

SWAT:

- Identify key technologies used in teaching listening skills.
- Understand how different technologies enhance listening comprehension.
- Demonstrate examples of digital tools and multimedia resources for listening practice.
- Analyze advantages and limitations of using technology in teaching listening.
- Reflect on practical ways to integrate technology into listening lessons.

Stage	Time	Content & Activities	Interaction	Purpose
1. Introduction & Warm-up	10 min	- Ask: "What kinds of technology do you use or have seen used for listening practice?" - Collect and discuss Answer Key - Present lesson objectives	T-S, S-S	Activate prior knowledge and focus
2. Overview of Listening Technologies	15 min	- Lecture: Evolution from tapes and CDs to apps and streaming - Types of tech: ▪ Podcasts and audio books ▪ Online platforms and apps	Lecture slides +	Contextualize tech tools

Stage	Time	Content & Activities	Interaction	Purpose
		(e.g., Listenwise, TED-Ed) ▪ Interactive videos (e.g., YouTube with subtitles, EdPuzzle) ▪ Language learning software (e.g., Duolingo, FluentU)		
3. Demonstration of Tools & Resources	20 min	- Demonstrate 2–3 tools (e.g., Listenwise podcast, TED-Ed interactive video) - Show features like transcripts, quizzes, and replay options - Discuss how they aid different listening sub-skills (e.g., gist, detail, inference)	Multimedia + discussion	Make learning concrete
4. Benefits and Challenges	15 min	- Discuss benefits: ▪ Variety of accents and genres ▪ Accessibility and learner control ▪ Interactive features for engagement - Discuss challenges: ▪ Digital literacy ▪ Distractions online ▪ Dependence on internet access	T-S discussion	Encourage critical evaluation
5. Practical Integration in the Classroom	10 min	- Brainstorm ideas for incorporating technology in listening lessons -	Group discussion	Connect theory to practice

Stage	Time	Content & Activities	Interaction	Purpose
		Examples: flipped classroom, blended learning, homework assignments		
6. Reflection & Q&A	10 min	- Prompt: “Which technology or resource would you use and why?” - Open Q&A session	Individual + group	Personalize learning and clarify doubts

Materials Needed

PowerPoint slides

Computer with internet for demos

Audio and video samples

Handouts summarizing key tools and websites

Whiteboard and markers

Assessment

Type	Tool	Purpose
Formative	Participation in discussion and reflection	Monitor engagement and understanding
Informal	Q&A	Clarify concepts and deepen comprehension

LECTURE 12 LESSON PLAN

Topic: Technologies of Teaching Speaking

Course: Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Teaching Mode: Lecture with demonstrations and interactive discussion

Materials: PowerPoint, audio/video samples, online tools, handouts

Lesson Objectives

SWAT:

- Identify various technologies used in teaching speaking.
- Explain how technology enhances speaking practice and feedback.
- Demonstrate examples of digital tools and platforms for speaking activities.
- Discuss advantages and challenges of using technology for speaking instruction.
- Reflect on ways to integrate technology effectively into speaking lessons.

Stage	Time	Content & Activities	Interaction	Purpose
1. Introduction & Warm-up	10 min	- Ask: “What technology have you used or seen to practice speaking?” - Collect and discuss responses - Present lesson objectives	T-S, S-S	Activate prior knowledge and focus
2. Overview of Technologies for Teaching Speaking	15 min	- Lecture: From traditional language labs to modern apps - Categories: ▪ Language learning apps with speech recognition (e.g., Duolingo, Rosetta Stone) ▪ Video conferencing tools for conversation practice (e.g., Zoom, Skype) ▪ Pronunciation software (e.g., ELSA Speak) ▪ Interactive platforms (e.g., Flipgrid, VoiceThread)	Lecture + slides	Provide framework

Stage	Time	Content & Activities	Interaction	Purpose
3. Demonstration of Tools	20 min	- Show demos of 2–3 tools, e.g.: ▪ Using Flipgrid for video speaking tasks ▪ ELSA Speak for pronunciation feedback - Discuss how these tools support fluency, accuracy, and confidence	Multimedia + discussion	Make learning tangible
4. Benefits and Challenges	15 min	- Discuss benefits: ▪ Immediate, personalized feedback ▪ Increased learner engagement ▪ Opportunities for authentic communication - Discuss challenges: ▪ Access to technology ▪ Possible technical difficulties ▪ Need for teacher digital literacy	T-S discussion	Encourage critical thinking
5. Practical Integration Ideas	10 min	- Brainstorm ways to use technology in speaking lessons - Examples: blended learning, flipped classrooms, peer feedback	Group discussion	Prepare for application
6. Reflection & Q&A	10 min	- Prompt: “Which technology would you use in your teaching and why?” - Open floor for questions	Individual + group	Personalize learning and clarify doubts

Materials Needed

PowerPoint slides

Computer with internet for demos

Audio and video samples

Handouts summarizing tools and tips

Whiteboard and markers

Assessment

Type	Tool	Purpose
Formative	Participation in discussions and demonstrations	Monitor engagement and comprehension
Informal	Q&A	Clarify and reinforce learning

LECTURE 13 LESSON PLAN

Topic: Technologies of Teaching Reading

Course: Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Teaching Mode: Lecture with demonstrations and interactive discussion

Materials: PowerPoint, online tools, videos, handouts

Lesson Objectives

SWAT:

- Identify various technologies used in teaching reading skills.
- Explain how technology enhances reading comprehension and motivation.
- Demonstrate examples of digital tools and platforms for reading instruction.
- Discuss benefits and limitations of technology in teaching reading.
- Reflect on practical ways to integrate technology in reading lessons.

Stage	Time	Content & Activities	Interaction	Purpose
1. Introduction & Warm-up	10 min	- Ask: “What digital tools or resources have you used for reading practice?” - Collect and discuss responses - Present lesson objectives	T-S, S-S	Activate prior knowledge and set focus
2. Overview of Technologies for Teaching Reading	15 min	- Lecture: From e-books and digital libraries to interactive reading apps - Categories: ▪ E-books and online libraries (e.g., Project Gutenberg, Kindle) ▪ Reading apps with interactive features (e.g., Epic!, Raz-Kids) ▪ Websites with graded readers and quizzes (e.g., Newsela, ReadTheory) ▪ Annotation and collaborative reading tools (e.g., Hypothesis, Google Docs)	Lecture slides +	Provide framework
3. Demonstration of Tools	20 min	- Demonstrate 2–3 tools: ▪ Show an interactive reading app or platform ▪ Demonstrate annotation and discussion features in Google Docs or Hypothesis - Discuss how these tools	Multimedia + discussion	Make concepts concrete

Stage	Time	Content & Activities	Interaction	Purpose
		improve comprehension, engagement, and interaction		
4. Benefits and Challenges	15 min	- Discuss benefits: ▪ Access to a wide range of texts ▪ Interactive and personalized reading experiences ▪ Support for different reading levels - Discuss challenges: ▪ Digital distractions ▪ Accessibility issues ▪ Need for teacher training	T-S discussion	Encourage critical evaluation
5. Practical Integration Ideas	10 min	- Brainstorm ways to incorporate technology in reading lessons - Examples: flipped classroom, blended learning, peer collaboration	Group discussion	Connect theory to practice
6. Reflection & Q&A	10 min	- Prompt: “Which technology would you like to use for teaching reading and why?” - Open Q&A session	Individual + group	Personalize learning and clarify doubts

Materials Needed

PowerPoint slides

Computer with internet for demos

Video clips or screen recordings

Handouts summarizing tools and websites

Whiteboard and markers

Assessment

Type	Tool	Purpose
Formative	Participation in discussion and reflection	Monitor understanding and engagement
Informal	Q&A	Clarify concepts and reinforce learning

LECTURE 14 LESSON PLAN

Topic: Technologies of Teaching Writing

Course: Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Teaching Mode: Lecture with multimedia, demonstrations, and interactive discussion

Materials: PowerPoint, sample digital tools, handouts

Lesson Objectives

SWAT:

- Identify various technologies used in teaching writing.
- Understand how technology supports the writing process and feedback.
- Demonstrate examples of digital tools and platforms for writing instruction.
- Discuss benefits and challenges of technology integration in writing lessons.
- Reflect on practical ways to integrate technology into writing instruction.

Stage	Time	Content & Activities	Interaction	Purpose
1. Introduction & Warm-up	10 min	- Ask: “What technologies have you used or seen for teaching writing?” - Collect and discuss responses - Present lesson objectives	T-S, S-S	Activate prior knowledge and set focus

Stage	Time	Content & Activities	Interaction	Purpose
2. Overview of Technologies in Teaching Writing	15 min	- Lecture: From word processors to AI writing assistants - Categories: ▪ Word processing software (e.g., MS Word, Google Docs) ▪ Collaborative platforms (e.g., Google Docs, Padlet) ▪ Grammar and spell check tools (e.g., Grammarly, Hemingway Editor) ▪ Writing practice and feedback apps (e.g., NoRedInk, Write & Improve)	Lecture + slides	Provide framework
3. Demonstration of Key Tools	20 min	- Show demos of 2–3 tools: ▪ Collaborative writing in Google Docs ▪ Using Grammarly for error correction and style suggestions ▪ Write & Improve platform for feedback on writing	Multimedia + discussion	Make learning concrete
4. Benefits and Challenges	15 min	- Discuss benefits: ▪ Real-time collaboration and feedback ▪ Enhanced learner autonomy ▪ Improved editing and revision skills - Discuss challenges: ▪ Dependence on technology ▪ Access	T-S discussion	Encourage critical thinking

Stage	Time	Content & Activities	Interaction	Purpose
		issues ▪ Overemphasis on correction tools		
5. Practical Integration Ideas	10 min	- Brainstorm ideas for integrating technology in writing lessons - Examples: peer review via online platforms, blended learning	Group discussion	Connect theory to practice
6. Reflection & Q&A	10 min	- Prompt: “Which technology would you use in your writing lessons and why?” - Open floor for questions	Individual + group	Personalize learning and clarify doubts

Materials Needed

PowerPoint slides

Computer with internet for demos

Sample writing tools and platforms

Handouts summarizing tools and tips

Whiteboard and markers

Assessment

Type	Tool	Purpose
Formative	Participation in discussions and demonstrations	Monitor engagement and understanding
Informal	Q&A	Clarify and reinforce learning

LECTURE 15 LESSON PLAN

Topic: Types, Forms, and Techniques of Assessment in ELT

Course: Methodology of English Language Teaching

Level: University / Teacher Training

Duration: 80 minutes

Class Size: 20-60 students

Teaching Mode: Lecture with discussion and examples

Materials: PowerPoint, handouts, sample assessment tools

Lesson Objectives

SWAT:

- Define assessment and its role in ELT.
- Identify and explain different types of assessment (formative, summative, diagnostic, etc.).
- Recognize various forms of assessment (oral, written, performance-based).
- Describe common assessment techniques used in ELT.
- Analyze the suitability of assessment types and techniques for different teaching contexts.

Stage	Time	Content & Activities	Interaction	Purpose
1. Introduction & Warm-up	10 min	- Ask: “What kinds of assessments have you experienced as language learners or teachers?” - Collect responses and briefly discuss - Present lesson objectives	T-S, S-S	Activate prior knowledge and focus
2. Overview of Assessment in ELT	15 min	- Define assessment, evaluation, and testing - Explain purposes of assessment (placement, diagnostic, formative, summative) - Highlight differences between types	Lecture slides +	Build foundational understanding

Stage	Time	Content & Activities	Interaction	Purpose
3.Forms of Assessment	15 min	- Present forms: ▪ Oral (interviews, presentations) ▪ Written (essays, multiple-choice tests) ▪ Performance-based (role plays, projects) - Show examples and discuss when to use each	Lecture + examples	Deepen knowledge of forms
4.Assessment Techniques in ELT	15 min	- Discuss techniques: ▪ Observation ▪ Self-assessment and peer assessment ▪ Quizzes and tests ▪ Portfolios ▪ Rubrics and checklists - Explain advantages and limitations	Lecture + discussion	Expand understanding of techniques
5.Choosing Appropriate Assessment	10 min	- Group activity: given teaching scenarios, choose suitable assessment types and techniques - Groups share their choices and rationale	Small groups + class discussion	Apply knowledge practically

Stage	Time	Content & Activities	Interaction	Purpose
6. Reflection & Q&A	15 min	- Prompt: “How will understanding assessment help you in your teaching practice?” - Open Q&A	Individual + group	Encourage reflection and clarify doubts

Materials Needed

PowerPoint slides

Sample assessment examples (tests, rubrics, portfolios)

Handouts summarizing types, forms, and techniques

Whiteboard and markers

Assessment

Type	Tool	Purpose
Formative	Participation in group activity and discussions	Monitor comprehension and application
Informal	Q&A session	Clarify understanding and encourage engagement

TESTS

THEME 1 TEST

1. What is the definition of teaching methodology for foreign languages?

- a) The study of foreign language grammar only
- b) The principles and practices used to teach a particular language
- c) The history of foreign language education
- d) The development of foreign language textbooks

2. Which ancient civilization is known for its Grammar-Translation Method in language teaching?

- a) Ancient Egypt
- b) Ancient Greece
- c) Ancient China
- d) Ancient Rome

3. What was the primary language of scholarship during the Middle Ages and Renaissance?

- a) Greek
- b) Latin
- c) Sanskrit
- d) Arabic

4. Which method emphasized oral communication and immersion in the target language during the 18th and 19th centuries?

- a) Grammar-Translation Method
- b) Direct Method
- c) Audio-Lingual Method
- d) Communicative Approach

5. What historical influence led to the emphasis on teaching Russian as a second language in Uzbekistan?

- a) Persian Empire
- b) British Colonial Rule
- c) Ottoman Empire
- d) Soviet Union

6. In recent years, what language has gained importance in language education in Uzbekistan to meet global demands?

- a) Russian

- b) Mandarin
- c) English
- d) Arabic

7. What initiatives has the Uzbekistani government implemented to promote language learning in the country?

- a) Establishment of language institutes
- b) Introduction of bilingual education programs
- c) Implementation of exchange programs
- d) All of the above

8. Which of the following is not a key stage in the development of teaching methodologies for foreign languages?

- a) Ancient Civilization
- b) Renaissance Period
- c) Industrial Revolution
- d) 20th Century

Answer Key:

1. b) The principles and practices used to teach a particular language
2. b) Ancient Greece
3. b) Latin
4. b) Direct Method
5. e) Soviet Union
6. c) English
7. d) All of the above
8. c) Industrial Revolution

THEME 2 TEST

1. What is the primary focus of the Grammar-Translation Method (GTM)?

- a) Speaking and listening skills
- b) Reading and writing skills
- c) Cultural immersion
- d) Vocabulary acquisition

2. What is one of the main criticisms of the GTM?

- a) It promotes fluency in speaking.
- b) It lacks emphasis on grammar.
- c) It relies too much on translation.

d) It encourages communicative language use.

3. Which of the following is a key characteristic of GTM?

a) Emphasis on oral proficiency

b) Use of real-life situational dialogues

c) Memorization of vocabulary lists

d) Collaborative learning activities

4. What role does translation play in the GTM?

a) Translation is not used in GTM.

b) Translation is used primarily for speaking practice.

c) Translation helps in understanding grammatical structures and vocabulary.

d) Translation is used for cultural immersion.

5. Why is the GTM historically significant in language education?

a) It is the newest and most innovative language teaching method.

b) It emphasizes modern language usage.

c) It is one of the earliest systematic language teaching methods.

d) It focuses on technology-based language learning.

6. What is the peculiarity of the GTM regarding grammar instruction?

a) It uses a deductive approach to teaching grammar rules.

b) It does not teach grammar at all.

c) It relies on students' intuition for grammar learning.

d) It focuses solely on grammar exercises without context.

7. How does the GTM approach vocabulary acquisition?

a) Through rote memorization of vocabulary lists

b) Through interactive games and activities

c) By emphasizing speaking and listening practice

d) By avoiding vocabulary instruction altogether

8. Which statement best describes the GTM's approach to cultural exploration?

a) It integrates cultural immersion through real-life scenarios.

b) It relies on literature and texts for cultural insights.

c) It avoids cultural topics altogether.

d) It focuses on contemporary cultural aspects only.

Answer Key:

1. b) Reading and writing skills

2. c) It relies too much on translation.

3. c) Memorization of vocabulary lists

- 4. c) Translation helps in understanding grammatical structures and vocabulary.
- 5. c) It is one of the earliest systematic language teaching methods.
- 6. a) It uses a deductive approach to teaching grammar rules.
- 7. a) Through rote memorization of vocabulary lists
- 8. a) It relies on literature and texts for cultural insights.

THEME 3 TEST

1. What is one key aspect of the Audio-Lingual Method (ALM) that makes it important in the teaching process?

- a) Emphasis on written communication
- b) Focus on developing oral proficiency
- c) Use of technology in language learning
- d) Minimal emphasis on grammar

2. What principle forms the foundation of ALM's teaching approach?

- a) Cognitive theory
- b) Constructivism
- c) Behaviorism
- d) Humanism

3. Which of the following best describes the concept of pattern drills in ALM?

- a) Repetitive exercises to reinforce language patterns
- b) Writing exercises focused on sentence structure
- c) Listening activities for comprehension
- d) Cultural immersion activities

4. What is a notable feature of learners who benefit from the Audio-Lingual Method?

- a) Preference for visual learning materials
- b) Strong emphasis on written communication
- c) Tolerance for repetition and structured practice
- d) Minimal focus on pronunciation

5. What is a peculiar characteristic of ALM in Foreign Language Teaching (FLT)?

- a) Heavy reliance on learners' native language (L1)
- b) Emphasis on communicative language use
- c) Incorporation of cultural context in language learning
- d) Limited focus on listening skills

Answer Key:

1. b) Focus on developing oral proficiency
2. c) Behaviorism
3. a) Repetitive exercises to reinforce language patterns
4. c) Tolerance for repetition and structured practice
5. a) Heavy reliance on learners' native language (L1)

THEME 4 TEST

1. What is a key feature of the Direct Method?

- a) Emphasis on translation exercises
- b) Use of the learners' native language (L1) in instruction
- c) Focus on oral communication and target language immersion
- d) Avoidance of visual aids

2. When did the Direct Method emerge as a response to traditional language teaching methods?

- a) 16th century
- b) 19th century
- c) 20th century
- d) 21st century

3. Which of the following is an advantageous effect of the Direct Method in FLT?

- a) Limited focus on oral proficiency
- b) Encourages natural language use and fluency
- c) Minimizes cultural understanding
- d) Requires extensive translation activities

4. What is a disadvantageous effect of the Direct Method in FLT?

- a) Enhances communication skills
- b) Focuses on deductive grammar instruction
- c) Challenges with complex linguistic concepts
- d) Utilizes a variety of visual aids

Answer Key:

1. c) Focus on oral communication and target language immersion
2. c) 20th century
3. b) Encourages natural language use and fluency
4. c) Challenges with complex linguistic concepts

THEME 5 TEST

1. When did Communicative Language Teaching (CLT) emerge as a language teaching approach?

- a) 1950s
- b) 1970s
- c) 1990s
- d) 2000s

2. What is a key feature of CLT?

- a) Rote memorization of grammar rules
- b) Emphasis on communicative competence
- c) Use of translation exercises
- d) Focus on individual learning without interaction

3. Which of the following is a main peculiarity of CLT?

- a) Isolated language practice
- b) Teacher-centered instruction
- c) Integration of skills in real-life contexts
- d) Passive learning through lectures

4. How does CLT promote language learning in FLT?

- a) By emphasizing memorization of vocabulary
- b) By providing authentic language materials
- c) By discouraging communication in the classroom
- d) By focusing solely on grammar drills

Answer Key:

- 1. b) 1970s
- 2. b) Emphasis on communicative competence
- 3. c) Integration of skills in real-life contexts
- 4. b) By providing authentic language materials

THEME 6 TEST

1. What is one of the main features of Suggestopedia in language teaching?

- a) Rote memorization techniques
- b) Creating a positive and relaxed learning environment
- c) Sole reliance on written exercises
- d) Minimal use of visual aids

2. Who developed the Suggestopedia teaching method?

- a) Noam Chomsky
- b) Georgi Lozanov
- c) Lev Vygotsky
- d) B.F. Skinner

3. Which of the following is an advantageous effect of Suggestopedia in FLT?

- a) Limited applicability in diverse teaching contexts
- b) Overreliance on written exercises
- c) Increased learner confidence and motivation
- d) Lack of cultural immersion

4. What is a potential disadvantage of implementing Suggestopedia in FLT?

- a) Accelerated learning
- b) Holistic language acquisition
- c) Limited applicability in diverse teaching contexts
- d) Incorporation of cultural elements

5. How does Suggestopedia use music and art in language teaching?

- a) To create a stressful learning environment
- b) To stimulate the brain and enhance learning receptivity
- c) To eliminate sensory experiences
- d) To discourage positive affirmations

Answer Key:

- 1. b) Creating a positive and relaxed learning environment
- 2. b) Georgi Lozanov
- 3. c) Increased learner confidence and motivation
- 4. c) Limited applicability in diverse teaching contexts
- 5. b) To stimulate the brain and enhance learning receptivity

THEME 7 TEST

1. What is one of the main peculiarities of the Silent Way method?

- a) Extensive teacher talk
- b) Minimal use of visual aids

- c) Teacher silence during instruction
- d) Strict adherence to grammar rules

2. Who developed the Silent Way language teaching method?

- a) Caleb Gattegno
- b) Noam Chomsky
- c) Lev Vygotsky
- d) B.F. Skinner

3. What is a key feature of the Silent Way's use of Cuisenaire rods?

- a) Representing language elements with written text
- b) Encouraging passive learning
- c) Promoting hands-on learning and conceptual understanding
- d) Ignoring pronunciation practice

4. Why does the Silent Way emphasize learner autonomy?

- a) To limit student participation
- b) To encourage active discovery and problem-solving
- c) To increase teacher control over the learning process
- d) To rely solely on verbal instructions

5. How does the Silent Way approach pronunciation instruction?

- a) Through extensive teacher modeling
- b) By using visual and tactile cues
- c) By focusing on written exercises
- d) By avoiding pronunciation practice

Answer Key:

- 1. c) Teacher silence during instruction
- 2. a) Caleb Gattegno
- 3. c) Promoting hands-on learning and conceptual understanding
- 4. b) To encourage active discovery and problem-solving
- 5. b) By using visual and tactile cues

THEME 8 TEST

1. What is one of the main peculiarities of distance learning?

- a) Fixed schedule

- b) Limited accessibility
- c) Flexibility in scheduling
- d) Minimal use of technology

2. Which technology tool is commonly used in distance learning to facilitate interaction among learners and instructors?

- a) Email
- b) Smoke signals
- c) Carrier pigeon
- d) Telepathy

3. How does distance learning promote self-directed learning among students?

- a) By providing strict guidelines and rules
- b) By limiting access to course materials
- c) By encouraging autonomy and independent study skills
- d) By restricting communication with instructors

4. What is one advantage of distance learning in FLT?

- a) Limited access to resources
- b) Geographical barriers
- c) Individualized instruction
- d) Lack of communication tools

5. What is a future trend in distance learning mentioned in the content?

- a) Decreased use of multimedia resources
- b) Integration of artificial intelligence (AI)
- c) Reduced accessibility
- d) Absence of collaborative learning opportunities

Answer Key:

- 1. c) Flexibility in scheduling
- 2. a) Email
- 3. c) By encouraging autonomy and independent study skills
- 4. c) Individualized instruction
- 5. b) Integration of artificial intelligence (AI)

THEME 9 TEST

1. Who developed the Total Physical Response (TPR) language teaching method?

- a) Dr. James Asher
- b) Dr. Stephen Krashen
- c) Dr. Noam Chomsky
- d) Dr. Jean Piaget

2. What is one main peculiarity of TPR?

- a) Focus on speaking production
- b) Low engagement and motivation
- c) Prioritization of comprehension
- d) Minimal use of physical movement

3. How does TPR enhance vocabulary acquisition?

- a) Through written exercises
- b) By using commands and physical actions
- c) Through listening to lectures
- d) By memorizing word lists

4. What is the primary goal of TPR in language teaching?

- a) To focus on grammar rules
- b) To promote active speaking from the beginning
- c) To develop listening comprehension skills
- d) To prioritize writing skills

5. Why is TPR considered effective in creating a low anxiety learning environment?

- a) Due to the use of complex grammar structures
- b) Because learners are required to speak immediately
- c) By allowing learners to respond physically without pressure to speak
- d) Through extensive writing tasks

Answer Key:

- 1. a) Dr. James Asher
- 2. c) Prioritization of comprehension
- 3. b) By using commands and physical actions
- 4. c) To develop listening comprehension skills

5. c) By allowing learners to respond physically without pressure to speak

THEME 10 TEST

1. What type of technology tool can be used to engage students in grammar instruction through interactive exercises and games?

- a) Flashcard apps
- b) Speech recognition software
- c) Virtual language labs
- d) Interactive grammar software

2. Which digital resource is specifically designed to enhance vocabulary learning through flashcards, quizzes, and word association games?

- a) Speech recognition software
- b) Collaborative writing platforms
- c) Vocabulary enhancement tools
- d) Gamified learning apps

3. What is the primary purpose of using virtual language labs in language teaching?

- a) To enhance grammar instruction
- b) To facilitate pronunciation practice
- c) To promote collaborative writing
- d) To create multimedia presentations

4. Which online activity is most suitable for developing speaking fluency and communication skills in virtual environments?

- a) Virtual role-plays
- b) Multimedia presentations
- c) Collaborative writing assignments
- d) Gamified learning quests

5. How can interactive whiteboard technology contribute to language teaching?

- a) By providing access to podcasts and videos
- b) By facilitating interactive lessons and presentations
- c) By offering speech recognition for pronunciation practice
- d) By creating virtual language labs for oral proficiency assessments

Answer Key:

1. d) Interactive grammar software
2. c) Vocabulary enhancement tools
3. b) To facilitate pronunciation practice
4. a) Virtual role-plays
5. b) By facilitating interactive lessons and presentations

THEME 11 TEST

1. What is the primary purpose of active listening strategies in improving listening comprehension?

- a) Memorization of spoken content
- b) Engaging with spoken language actively
- c) Ignoring context and cultural cues
- d) Avoiding interaction with listening materials

2. How can technology tools such as speech recognition software benefit listening practice?

- a) Provide instant feedback on pronunciation
- b) Replace the need for active listening strategies
- c) Decrease engagement in listening activities
- d) Limit exposure to authentic listening materials

3. Why is integrating authentic listening materials important for enhancing listening skills?

- a) They provide inaccurate information
- b) They offer exposure to different accents and speech rates
- c) They are less engaging than fabricated listening materials
- d) They limit cultural understanding in listening activities

4. What role does cultural and contextual understanding play in listening comprehension?

- a) It has no impact on listening skills
- b) It enhances cultural awareness and interpretation of spoken language
- c) It hinders understanding of spoken language
- d) It limits exposure to diverse listening materials

5. How can students improve their listening comprehension skills outside the classroom?

- a) By avoiding active listening strategies
- b) By listening only to one type of accent
- c) By engaging with authentic listening materials and applying active listening strategies
- d) By relying solely on technology tools for listening practice

Answer Key:

- 1. b) Engaging with spoken language actively
- 2. a) Provide instant feedback on pronunciation
- 3. b) They offer exposure to different accents and speech rates
- 4. b) It enhances cultural awareness and interpretation of spoken language
- 5. c) By engaging with authentic listening materials and applying active listening strategies

THEME 12 TEST

1. What does speaking comprehension refer to?

- a) Understanding written language
- b) Understanding and effectively responding in spoken language interactions
- c) Writing skills
- d) Reading skills

2. Why are speaking skills important in language acquisition?

- a) They are not important
- b) They enhance vocabulary only
- c) They allow individuals to communicate effectively in real-life situations
- d) They focus only on grammar accuracy

3. What are some objectives of teaching speaking comprehension?

- a) Enhance pronunciation and vocabulary only
- b) Develop fluency and coherence
- c) Improve grammatical accuracy
- d) All of the above

4. Which processing mechanism combines decoding sounds and utilizing context for understanding spoken language?

- a) Bottom-up processing
- b) Top-down processing
- c) Interactive processing
- d) None of the above

5. How are speaking skills assessed according to CEFR criteria?

- a) Only on grammatical accuracy
- b) By pronunciation and fluency only
- c) By considering pronunciation, vocabulary usage, fluency, coherence, and interaction skills
- d) None of the above

Answer Key:

1. b) Understanding and effectively responding in spoken language interactions
2. c) They allow individuals to communicate effectively in real-life situations
3. d) All of the above
4. c) Interactive processing
5. c) By considering pronunciation, vocabulary usage, fluency, coherence, and interaction skills

THEME 13 TEST

1. What does reading comprehension refer to?

- a) Understanding and interpreting written texts
- b) Writing skills
- c) Speaking skills
- d) Listening skills

2. Why is reading comprehension important in language acquisition?

- a) It only focuses on vocabulary acquisition
- b) It enhances critical thinking skills and cultural understanding
- c) It improves speaking skills only
- d) It is not important in language learning

3. What are some objectives of teaching reading comprehension?

- a) Develop skimming and scanning skills only
- b) Enhance vocabulary acquisition and grammatical awareness

- c) Improve speaking fluency
- d) All of the above

4. What are the basic mechanisms of reading comprehension?

- a) Bottom-Up Processing
- b) Top-Down Processing
- c) Interactive Processing
- d) All of the above

5. How are reading comprehension skills assessed according to CEFR standards?

- a) Only on reading accuracy
- b) By considering understanding of main ideas, vocabulary range, grammatical awareness, inference skills, and critical analysis
- c) Only on grammar accuracy
- d) None of the above

Answer Key:

- 1. a) Understanding and interpreting written texts
- 2. b) It enhances critical thinking skills and cultural understanding
- 3. d) All of the above
- 4. d) All of the above
- 5. b) By considering understanding of main ideas, vocabulary range, grammatical awareness, inference skills, and critical analysis

THEME 14 TEST

1. What does writing comprehension refer to?

- a) The ability to understand and produce written texts effectively
- b) Only understanding written texts
- c) Only producing written texts
- d) None of the above

2. Why is writing comprehension important in language acquisition?

- a) It only focuses on grammar and vocabulary
- b) It helps learners express ideas coherently and communicate effectively
- c) It is not important in language learning
- d) It only focuses on creativity

3. What are some objectives of teaching writing comprehension?

- a) Enhancing organizational skills only

- b) Improving grammatical accuracy and vocabulary usage
- c) Fostering creativity and critical thinking
- d) All of the above

4. What are the basic mechanisms of writing comprehension?

- a) Pre-writing Stage, Writing Stage, Revision Stage, Feedback Stage
- b) Only Writing Stage
- c) Only Revision Stage
- d) None of the above

5. How are writing comprehension skills assessed according to CEFR standards?

- a) By considering writing accuracy, coherence, and organization
- b) Only by considering grammatical accuracy
- c) Only by considering vocabulary usage
- d) None of the above

Answer Key:

1. a) The ability to understand and produce written texts effectively
2. b) It helps learners express ideas coherently and communicate effectively
3. d) All of the above
4. a) Pre-writing Stage, Writing Stage, Revision Stage, Feedback Stage
5. a) By considering writing accuracy, coherence, and organization

THEME 15 TEST

1. What is the main purpose of formative assessment in ELT?

- a) Measure overall achievement
- b) Provide ongoing feedback during the learning process
- c) Evaluate real-world language use
- d) Determine language proficiency levels

2. Which type of assessment is typically used at the end of a course or unit to determine achievement?

- a) Formative assessment
- b) Summative assessment
- c) Diagnostic assessment
- d) Authentic assessment

3. What is the primary goal of diagnostic assessment in ELT?

- a) Provide ongoing feedback
- b) Assess real-world language tasks
- c) Identify learners' strengths and weaknesses

d) Evaluate language proficiency levels

4. Which assessment type focuses on assessing real-world language use and tasks?

- a) Formative assessment
- b) Summative assessment
- c) Diagnostic assessment
- d) Authentic assessment

5. Which standardized assessment is commonly used for measuring English language proficiency for academic purposes?

- a) IELTS
- b) Formative assessment
- c) Diagnostic assessment
- d) Authentic assessment

6. What are the benefits of formative assessment?

- a) Measures overall achievement
- b) Provides immediate feedback and supports learning improvement
- c) Assesses real-world language use
- d) Determines language proficiency levels

7. Why is authentic assessment important in ELT?

- a) It provides immediate feedback
- b) It measures overall achievement
- c) It assesses real-world language tasks and skills
- d) It determines language proficiency levels

8. How does diagnostic assessment benefit language learners?

- a) It measures overall achievement
- b) It provides immediate feedback
- c) It identifies learners' strengths, weaknesses, and learning needs
- d) It assesses real-world language use

9. Which assessment type is used to ensure consistency and comparability in assessing language proficiency?

- a) Formative assessment
- b) Summative assessment
- c) Diagnostic assessment
- d) Standardized assessment

10. What role does CEFR play in assessment alignment in ELT?

- a) It sets guidelines for authentic assessment
- b) It ensures consistency and comparability in standardized assessments

- c) It provides descriptors and benchmarks for assessment criteria aligned with proficiency levels
- d) It determines overall achievement in formative assessment

Answer Key:

1. b) Provide ongoing feedback during the learning process
2. b) Summative assessment
3. c) Identify learners' strengths and weaknesses
4. d) Authentic assessment
5. a) IELTS
6. b) Provides immediate feedback and supports learning improvement
7. c) It assesses real-world language tasks and skills
8. c) It identifies learners' strengths, weaknesses, and learning needs
9. d) Standardized assessment
10. c) It provides descriptors and benchmarks for assessment criteria aligned with proficiency levels

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ENGLISH LANGUAGE TEACHING METHODOLOGY

MANUAL

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