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**O‘ Q U V – U S L U B I Y**



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O'quv uslubiy majmua Namangan davlat chet tillari instituti Til va tarjima fakulteti ilmiy kengashida ko'rib chiqilgan va tasdiqqa tavsiya qilingan.

2025-yil 29- avgust 1 - sonli majlis bayoni.

№	
	<b>O'QUV MATERIALLAR</b> asosiy matn; topshiriqlar variantlari; qo'shimcha maqolalar;
	<b>O'QUV DASTURI</b>

## Lecture 1: *The Role of Speaking Skills in English Language Teaching and CEFR Standards\**

### 🎯 Learning Objectives

By the end of this lecture, students will be able to:

1. Explain the importance of speaking skills in English Language Teaching (ELT).
2. Identify challenges learners face in developing speaking skills.
3. Describe CEFR levels and speaking descriptors.
4. Analyze examples of speaking performance using CEFR “can-do” statements.
5. Participate in practical speaking activities that reflect different CEFR levels

### 1. Introduction (5 minutes)

Script:

“Good morning everyone! Today we are going to talk about one of the most essential aspects of language learning – *speaking skills*. Speaking is often considered the most important skill because it is the main way people use language to communicate in real life. Our focus today will also include the CEFR standards, which give us a global framework for measuring speaking ability.

Let’s start with a quick warm-up. Think about this question: *Why do you think speaking is the most important skill in language learning?* Take one minute to think, then discuss with your partner.”

➡ **Mini-Activity 1 (Think–Pair–Share):** Students share ideas. Teacher summarizes common points (communication, confidence, real-life use).

### 2. Lecture Part I: Speaking as a Core Skill (15 minutes)

Script:

“Language learning includes both *receptive skills* – listening and reading – and *productive skills* – speaking and writing. Among these, speaking is often the hardest to master because it requires instant processing, accuracy, and interaction.

**To understand speaking better, let's connect it with communicative competence:**

- Grammatical competence: knowing words and rules.
- Sociolinguistic competence: speaking appropriately in different contexts.
- Discourse competence: connecting ideas logically.
- Strategic competence: solving communication problems (like paraphrasing).

**But teaching speaking is not easy. There are some key challenges:**

- Anxiety and shyness in learners.
- Cultural differences in communication styles.
- Classroom constraints – big groups, limited time.

So, teachers need to provide opportunities for real communication, not just memorized dialogues.”

➡ **Discussion Prompt:** “Which do you think is more important – fluency or accuracy – for university students? Why?” (Ask for 2–3 short responses.)

### **3. Lecture Part II: CEFR Standards for Speaking (15 minutes)**

“Now let's move to the CEFR – Common European Framework of Reference for Languages. It describes language ability in six levels: A1, A2, B1, B2, C1, and C2.

**When it comes to speaking, CEFR uses five main descriptors:**

1. Range – How wide is your vocabulary and grammar?
2. Accuracy – How correct is your language?
3. Fluency – How smoothly and quickly can you speak?
4. Interaction – Can you communicate with others, take turns, ask questions?
5. Coherence – Are your ideas organized and connected logically?

**Here are some examples of CEFR *can-do* statements:**

- A2: Can describe daily routines and use simple sentences.
- B2: Can participate in discussions, defend opinions, and express ideas spontaneously.
- C1: Can give well-structured presentations on complex topics, using advanced vocabulary.

The CEFR is extremely useful for teachers because it gives *clear goals*, helps assess performance, and motivates learners with concrete achievements.”

#### **4. Activity 2: CEFR Can-Do Sorting (15 minutes)**

- Provide students with 12 mixed “can-do” statements.
- In groups of 3–4, they classify them into A2, B2, or C1 levels.
- After 7 minutes, groups share answers.
- Teacher gives correct key and explains borderline cases.

Purpose: Deepen understanding of CEFR descriptors.

#### **5. Activity 3: Micro Speaking Role-Plays (20 minutes)**

Instructions: Divide class into 3 groups. Each group acts according to a CEFR level:

- Group A (A2): Introduce themselves, describe hobbies & daily routine.
- Group B (B2): Discuss pros and cons of online learning.
- Group C (C1): Debate: “*Will Artificial Intelligence replace teachers?*”

Teacher role: Observe, take notes, give feedback based on descriptors (fluency, accuracy, interaction, coherence).

Script for feedback:

“Great job! Let’s notice differences: A2 speakers managed basic communication. B2 speakers gave opinions and interacted more. C1 speakers handled abstract ideas and organized arguments. This shows how CEFR levels affect speaking tasks.”

#### **6. Activity 4: Error Spotting & Correction (10 minutes)**

Instructions: Teacher writes 3 real examples of learner errors on the board:

*He go to university every day.*” (Accuracy)

*Yesterday... umm... I go... shopping... umm... with friend.*” (Fluency &

*I like. Music. Study. Teacher good.*” (Coherence)

- In pairs, students identify the problem (range/accuracy/fluency/coherence/interaction).

Purpose: Apply CEFR descriptors critically.

### 7. Activity 5: Peer Feedback with CEFR Descriptors (10 minutes)

- Each speaks for 1 minute on the topic: “*The most important skill for my future career.*”
- Partner evaluates them using the 5 CEFR descriptors (simple checklist).

Teacher role: Encourage supportive and constructive feedback.

### 8. Conclusion & Wrap-up (5 minutes)

“Today we have learned that speaking is the *heart of communication* in language

- Speaking combines accuracy, fluency, interaction, and coherence.
- CEFR gives us a useful tool to measure and improve speaking ability.
- Practical tasks – from simple self-introductions to debates – can be matched to different CEFR levels.

Before you go, think about this question: *Which CEFR descriptor – range, accuracy, fluency, interaction, or coherence – do you most want to improve in your own speaking?”*

## **Lecture 2: Key Features of Spoken Language: Spontaneity, Interaction, and Real-time Processing**

### **🎯 Learning Objectives**

By the end of this lecture, students will be able to:

1. Define the main features of spoken language.
2. Explain why spontaneity, interaction, and real-time processing make speaking different from writing.
3. Identify challenges these features create for language learners.
4. Practice activities that develop spoken fluency and interactive competence.

### 1. Introduction (5 minutes)

Script:

“Good morning everyone! Today we’re going to explore what makes spoken language unique compared to written language. When we speak, we don’t have time to carefully edit our sentences like in writing – instead, we rely on spontaneity, interaction, and real-time processing. These three features make speaking both exciting and challenging for learners.”

➡ **Warm-up Question:** “*How is speaking different from writing?*” (Elicit quick responses: speed, mistakes, gestures, tone, etc.)

## 2. Lecture Part I: Spontaneity (15 minutes)

Script:

“Spontaneity means speech is usually unplanned and unrehearsed. Unlike writing,

- Use fillers: *uh, um, you know, well...*
- Use repetition and self-correction: *I went to... to the market yesterday.*
- Produce incomplete sentences: *Want some coffee?*

☞ This shows that spoken language is flexible and adaptive, but also less structured.”

Mini-check: “What filler words do you often use in your own speech?”

## 3. Lecture Part II: Interaction (15 minutes)

Script:

“Spoken language is rarely monologue – it’s usually interaction between two or more people.”

- Turn-taking (knowing when to speak and when to listen).
- Backchannel signals (short responses: *uh-huh, right, I see*).
- Repair strategies (clarifying: *Sorry, what do you mean?*).
- Politeness strategies (hedging: *I’m not sure, but maybe...*).

☞ These features keep conversation flowing and make it collaborative.”

**Discussion prompt:** “What strategies do you use when you don’t understand someone in English?”

## 4. Lecture Part III: Real-time Processing (15 minutes)

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Script:

“Spoken language happens in real time – we cannot pause and think for long. **This**

- Adjusting to listeners’ reactions immediately.

This explains why speaking is often stressful for learners – they must think and produce language instantly, unlike writing where they have more time.”

Mini-check: “Why do you think students sometimes stay silent even if they know the answer?” (Expected: fear, slow processing, lack of confidence.)

### **5. Activity 1: Spot the Feature (10 minutes)**

- Material: Short transcript of a real conversation with fillers, overlaps, and incomplete sentences.
- Task: Students underline examples of spontaneity, interaction, and real-time processing.
- Feedback: Teacher highlights examples on board.

### **6. Activity 2: Rapid Fire Speaking (10 minutes)**

- Students in pairs answer quick questions from teacher (e.g., What did you eat yesterday?, What would you do if you won \$1 million?).
- Rule: No long pauses, keep speaking for 20 seconds.
- Purpose: Practice real-time processing & spontaneity.

### **7. Activity 3: Turn-taking Role-play (10 minutes)**

- In groups of 3, students role-play a café conversation.
- Focus: Using backchannels (*yeah, right, really?*), interrupting politely, repairing misunderstandings.
- Feedback: Teacher comments on interaction strategies.

### **8. Activity 4: Error & Repair Game (10 minutes)**

- Teacher deliberately says incorrect or unclear sentences (e.g., *Yesterday I go to shopping...*).
- Students must repair the sentence or ask clarification questions.

- Purpose: Practice interaction and processing under pressure.

## 9. Conclusion & Wrap-up (5 minutes)

Script:

“To summarize, spoken language is unique because it is:

1. Spontaneous – unplanned, with fillers and repetition.
2. Interactive – involving turn-taking, backchannels, and repair.
3. Real-time – requiring fast thinking and immediate responses.

These features make speaking difficult but also dynamic and fun to teach.

Remember: the goal is not perfect grammar, but effective communication.”

➡ **Exit Question:** “Which feature – spontaneity, interaction, or real-time processing – do you personally find most difficult in English?”

### Key References

- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Longman.
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## Lecture 3: *Fluency and Accuracy: Balancing Meaning and Form in Spoken English*

### 🎯 Learning Objectives

By the end of this session, students will be able to:

1. Define fluency and accuracy in spoken English.
2. Recognize the importance of balancing meaning (communication) and form (correctness).
3. Identify challenges learners face when aiming for fluency and accuracy.
4. Apply strategies and activities to improve both aspects of speaking.

### 1. Introduction (5 minutes)

Script:

“Today we’re going to explore two key dimensions of spoken English: fluency and accuracy. Some learners can speak quickly but with many mistakes, while others speak correctly but very slowly. Our task as teachers and learners is to balance both.

Quick question: *If you had to choose, would you prefer to speak fast with mistakes, or speak correctly but slowly? Why?”*

➡ Warm-up mini-debate (2–3 students share opinions).

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L • Ability to speak smoothly, without long pauses.

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- Use of discourse markers (*well, actually, you know*).
- Importance: helps communication flow even if minor errors occur.

Mini-check: “Think of a fluent speaker you know—what makes them fluent?”

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- Correct use of grammar, vocabulary, and pronunciation.
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- Importance: ensures clarity and prevents misunderstanding.
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- Risk: learners may pause too much while “thinking” about rules.
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Mini-check: “Do you think native speakers always speak with 100% accuracy?”  
(Expected answer: No – even they self-correct and break rules sometimes.)

#### 4. Lecture Part III: Balancing Fluency and Accuracy (15 minutes)

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r • Fluency = prioritizing meaning and communication.

t • Accuracy = prioritizing form and correctness.

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I ○ Too much focus on accuracy = hesitant speech.

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○ Too much focus on fluency = fossilized errors.

W • CEFR descriptors reflect both: fluency (speed, spontaneity) and accuracy  
h (correctness, control).

a • Teachers should design tasks for fluency (free speaking, discussions) and  
t tasks for accuracy (drills, correction, grammar focus).

Mini-check: “Which do you think should come first in teaching—fluency or  
i accuracy?”

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- Task: Speak for 1 minute on a simple topic (*My favorite holiday / My hobbies*).
- Rule: No stopping, no long pauses.
- Purpose: Build fluency (focus on meaning, not grammar).
- Teacher provides 4 incorrect sentences based on common learner errors, e.g.:
  1. *She go to university every day.*
  2. *She go to university every day.*
  3. *Yesterday I am meet my friend.*
  4. *Yesterday I am meet my friend.*
- Students work in pairs to correct them.
- Then they role-play short dialogues using the corrected forms.
- Purpose: Focus on accuracy in form.

### **7. Activity 3: Information Gap Task (15 minutes)**

- In pairs, each student has different information (e.g., two halves of a story or timetable).
- They must ask and answer questions to complete the missing information.
- Teacher monitors for fluency and accuracy.
- Debrief: Teacher gives examples of strong fluency and strong accuracy noticed.

- Topic: “*Fluency is more important than accuracy in communication.*”
- Split class into two sides.
- Each side presents short arguments.
- Teacher highlights how both fluency and accuracy appeared in their speech.

## 9. Conclusion & Wrap-up (5 minutes)

Script:

**“To summarize:**

- Fluency is about flow and communication.
- Accuracy is about correctness and clarity.
- Both are important, but the balance depends on context: in casual conversation, fluency is key; in academic or professional settings, accuracy matters more.

**Final thought:** *In your own learning, which do you think you need to work on more—fluency or accuracy?”*

## References (Recent and Classical)

- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Longman.
- Bygate, M. (2018). *Learning language through task repetition*. John Benjamins Publishing Company.
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### ***Lecture 4: Phonological Aspects of Speaking: Stress, Intonation, and Rhythm***

#### **🎯 Learning Objectives**

By the end of this lesson, students will be able to:

1. Define and explain stress, intonation, and rhythm in spoken English.
2. Recognize how these features affect meaning and communication.
3. Identify common difficulties learners face in mastering these features.
4. Practice stress, intonation, and rhythm through interactive tasks.

#### **1. Introduction (5 minutes)**

Script:

“Today we are going to explore the phonological aspects of speaking: stress, intonation, and rhythm. These features give spoken English its music and help listeners understand not only *what* we say, but also *how* we mean it.

**Quick question:** *Have you ever misunderstood someone because of their tone of voice or stress placement?”*

(Students share examples briefly.)

#### **2. Lecture Part I: Stress (15 minutes)**

Script:

“In English, stress means giving extra emphasis to certain syllables in words or certain words in sentences.

- Word stress: *PREsent* (noun) vs. *preSENT* (verb).
- Sentence stress: Important words (nouns, verbs, adjectives) are stressed, while small grammar words are usually weak.

☞ **Stress can even change meaning. For example:**

- *I didn't say he stole the money* (stress on different words changes the meaning)."

Mini-check: Students try pronouncing *record* as a noun and as a verb.

### 3. Lecture Part II: Intonation (15 minutes)

Script:

“Intonation is the rise and fall of the voice. It shows attitude, emotion, and sentence type.

- Falling intonation: Statements, wh-questions.
- Rising intonation: Yes/no questions, uncertainty.
- Fall-rise intonation: Politeness, hesitation, surprise.

☞ **Example:**

- ‘You’re coming.’ (falling = statement)
- ‘You’re coming?’ (rising = question)”

Mini-check: Teacher models two versions of the same sentence, students identify if it is statement, question, or polite request.

### 4. Lecture Part III: Rhythm (15 minutes)

Script:

“English is a stress-timed language. This means stressed syllables occur at regular intervals, while unstressed syllables are shortened.

- **Compare:** ‘*CATS chase MICE*’ vs. ‘*The CATS are CHASing the MICE.*’

- Even though the second has more words, the rhythm is similar.

☞ Rhythm makes English sound natural. Learners often struggle because their first language may be syllable-timed (every syllable equal).”

**Mini-check: Students clap or tap while saying sentences to feel the rhythm.**

### **5. Activity 1: Stress Shift Challenge (10 minutes)**

- Teacher writes the sentence: *I didn't say she stole my money.*
- Students say the sentence 6 times, each time stressing a different word.
- Class discusses how meaning changes.

*ou're here.*

*can't believe it.*

- Students practice saying them with falling, rising, and fall-rise intonation.
- Volunteers perform, class guesses intended meaning.
- Students in pairs read a tongue-twister or rhyme (e.g., *Peter Piper picked a peck of pickled peppers*).
- Focus: keeping stress-timed rhythm.
- Fun competition: who reads most rhythmically and clearly?

### **8. Activity 4: Mini-dialogue Performance (10 minutes)**

- Students in pairs receive short dialogues (e.g., ordering food, greeting a friend, apologizing).

- Task: Perform with correct stress, intonation, and rhythm.

Script:

“To sum up:

- Stress highlights important syllables or words.
- Intonation shows emotions, attitudes, and sentence type.
- Rhythm makes English sound natural and stress-timed.

These features are crucial for being understood and for understanding others.

Exit question: *Which of these three features – stress, intonation, or rhythm – do you find hardest to master, and why?”*

## References

- Brazil, D. (1997). *The communicative value of intonation in English*. Cambridge University Press.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.). Cambridge University Press.
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## ***Lecture 5: Communicative Competence and Interaction Strategies in Speaking***

## 🎯 Learning Objectives

By the end of this lesson, students will be able to:

1. Define communicative competence and its main components.
2. Understand the role of interaction strategies in effective spoken communication.
3. Identify common strategies used by competent speakers (clarification, repair, turn-taking, etc.).
4. Apply communicative competence and interaction strategies in real-life speaking tasks.

### 1. Introduction (5 minutes)

#### Script:

“Speaking is not just about grammar and vocabulary; it is about using language effectively in **communication**. To do this, learners need *communicative competence* and must develop *interaction strategies*.”

Warm-up question: *Have you ever used a strategy like asking for clarification (‘Sorry, what do you mean?’) or rephrasing your idea to be understood in English?’*”

(Students share quick examples.)

### 2. Lecture Part I: Communicative Competence (15 minutes)

#### Script:

“The concept of **communicative competence** was first introduced by Dell Hymes

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1. **Grammatical competence** – knowledge of grammar, vocabulary, and rules.
2. **Sociolinguistic competence** – using language appropriately in context.
3. **Discourse competence** – linking ideas and sentences coherently.

4. **Strategic competence** – using strategies to overcome problems (paraphrasing, asking for help).

☞ For speaking, strategic competence is especially important because communication is **spontaneous and interactive.**”

**Mini-check:** “Which component do you think is hardest for learners—grammar, appropriateness, coherence, or strategies?”

### 3. Lecture Part II: Interaction Strategies (15 minutes)

#### Script:

“Interaction strategies are techniques speakers use to **maintain conversation, clarify meaning, and show cooperation.**

- **Clarification requests:** *Could you repeat that?*
- **Comprehension checks:** *Do you understand what I mean?*
- **Self-repair:** *I go—sorry, I mean I went to the library.*
- **Turn-taking:** knowing when to speak and when to listen.
- **Backchannels:** *uh-huh, right, I see.*
- **Politeness strategies:** *Maybe we could...* instead of *We must...*

These strategies keep conversations flowing and prevent breakdowns.”

**Mini-check:** Teacher models a dialogue with confusion; students suggest strategies to fix it.

- Teacher shows a short dialogue (with requests for clarification, self-repair, backchannels).
- Students work in pairs to underline the strategies.
- Quick feedback as a class.

### **5. Activity 2: Communication Breakdown Role-play (15 minutes)**

- In pairs, one student deliberately speaks unclearly (using wrong words, broken sentences).
- The partner must use strategies: asking for repetition, clarification, or paraphrasing.

### **6. Activity 3: Information Gap Task (15 minutes)**

- Each student receives different information (e.g., one has a train schedule, the other has missing times).
- They must ask and answer questions to complete the information.
- Strategies like clarification and repetition are encouraged.
- Teacher observes and gives feedback on strategy use.

### **7. Activity 4: Group Discussion with Strategy Checklist (10 minutes)**

- Small groups discuss a topic (*Should university classes focus more on fluency or accuracy?*).
- Each student uses at least 3 interaction strategies from a checklist.
- Groups reflect on which strategies worked best.

### **8. Conclusion & Wrap-up (5 minutes)**

#### **Script:**

“To conclude:

- Communicative competence includes grammar, appropriateness, coherence, and strategies.
- Interaction strategies—like clarification, repair, turn-taking, and politeness—are crucial in real-life speaking.

- Good speakers are not perfect, but they **keep communication going** using these tools.

Exit question: *Which interaction strategy do you personally use most often in English?"*

## ▣ Key Books

- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Longman.
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## ***Lecture 6. Lexical Resource in Speaking: High-frequency Words and Collocations***

### **🎯 Learning Objectives**

By the end of this lesson, students will be able to:

Define lexical resource in speaking and explain its role in communicative competence.

Identify and use high-frequency words effectively in oral communication.

Recognize and produce common collocations to sound more natural.

Apply strategies to expand vocabulary for fluency and accuracy in speaking.

### **1. Introduction (5 minutes)**

Script:

“In speaking, it’s not just about knowing grammar; it’s also about which words we use and how we combine them. Examiners in IELTS and other tests even score learners on their *lexical resource*.”

Quick question: *What words do you use most often when you speak English? Do you notice yourself repeating the same simple words like ‘good’, ‘nice’, ‘big’, ‘very’?”*

➡ Students share quick examples. Teacher explains that today they’ll focus on high-frequency words and collocations for richer speaking.

### **2. Lecture Part I: Lexical Resource (10 minutes)**

Script:

“Lexical resource refers to the range, appropriacy, and accuracy of vocabulary a speaker uses.”

A wide lexical resource = variety of words and expressions.

A limited lexical resource = repetition of simple words, lack of precision.

👉 In exams like IELTS, lexical resource is one of the four scoring criteria.”

Mini-check: “What is the difference between saying *very good* and *excellent*?”

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### **3. Lecture Part II: High-frequency Words (15 minutes)**

Script:

“High-frequency words are the most common words in English. For example, lists like the Oxford 3000 or General Service List show core vocabulary used in everyday speech.”

Using high-frequency words correctly is essential for fluency.

But speakers must also avoid overusing them (e.g., always saying *good, bad, nice*).

Instead, they can expand with synonyms and stronger expressions: *good* → *wonderful, amazing, effective*.

☞ These words build the foundation of spoken communication.”

Mini-check: Teacher gives three “boring” sentences (*The movie was good. She is nice. It is big.*). Students suggest alternatives.

#### **4. Lecture Part III: Collocations (15 minutes)**

Script:

“Collocations are words that often go together naturally. For example:

*make a mistake* (not *do a mistake*),

*heavy rain* (not *strong rain*),

*take a risk, pay attention, do homework.*

☞ Using collocations makes speech fluent, natural, and native-like. Learners often sound unnatural when they avoid collocations and rely on literal translations.”

Mini-check: Teacher asks: “Which is correct? *Strong tea* or *powerful tea*?” (Answer: *strong tea*).

#### **5. Activity 1: High-frequency Word Substitution (10 minutes)**

Students receive a list of simple sentences with overused words (*good, bad, very, nice, big*).

Task: Replace them with richer synonyms or collocations.

Example: *He is very good at English* → *He has an excellent command of English.*

#### **6. Activity 2: Collocation Match (10 minutes)**

Handout with two columns: verbs and nouns.

Students match to form correct collocations (e.g., *do homework, make progress, take notes, give advice*).

Quick class feedback.

#### **7. Activity 3: Information Gap – Describe & Guess (15 minutes)**

Student A describes a picture or situation using high-frequency words + collocations.

Student B guesses what it is.

Rule: They must use at least 3 collocations.

Example: *There is heavy traffic, people are in a hurry, someone is taking a taxi → City street.*

### **8. Activity 4: Mini Speaking Task (15 minutes)**

Students work in pairs.

Prompt: *Describe your favorite holiday / a book you've read / a person you admire.*

Requirement: Use at least 5 collocations from a provided list.

Teacher monitors and gives feedback on lexical variety and naturalness.

### **9. Conclusion & Wrap-up (5 minutes)**

Script:

“To summarize:

Lexical resource means range, accuracy, and appropriacy of vocabulary.

High-frequency words are essential but should be enriched with synonyms.

Collocations make speaking natural and fluent.

Exit question: *Which collocation or new synonym will you try to use in your next conversation?”*

Resources & References

#### **Books**

- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Longman.
- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213–238. <https://doi.org/10.2307/3587951>
- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing.
- Lewis, M. (1997). *Implementing the lexical approach: Putting theory into practice*. Language Teaching Publications.
- McCarthy, M., & O'Dell, F. (2017). *English collocations in use: Advanced* (2nd ed.). Cambridge University Press.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

□ Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.

## ***Lecture 7. Discourse Markers and Coherence in Spoken Production***

### **🎯 Learning Objectives**

By the end of this lesson, students will be able to:

Define discourse markers and explain their role in spoken communication.

Identify common discourse markers (e.g., *well, you know, actually, on the other hand*).

Understand how discourse markers contribute to coherence and cohesion.

Apply discourse markers appropriately in their own speaking to improve fluency and coherence.

### **1. Introduction (5 minutes)**

Script:

“Good morning! Today we will talk about discourse markers – small words and phrases that connect ideas, organize our speech, and make conversations flow naturally. Without them, speech can sound robotic or disconnected.

Quick question: *What words do you usually use to start your answers in English – maybe ‘well’, ‘so’, or ‘you know’?”*

(Students share examples briefly.)

### **2. Lecture Part I: What Are Discourse Markers? (15 minutes)**

Script:

“Discourse markers are words or phrases that organize speech, show relationships between ideas, and guide listeners.

Examples include:

Opening a turn: *Well, actually, you see...*

Adding information: *also, moreover, in addition...*

Contrasting ideas: *but, however, on the other hand...*

Sequencing: *first, then, finally...*

Repairing: *I mean, what I want to say is...*

Showing attitude: *honestly, frankly, luckily...*

☞ Without discourse markers, listeners may find it hard to follow. With them, speech sounds more fluent and coherent.”

Mini-check: Teacher says a paragraph without markers, then repeats with markers. Students comment which is clearer.

### **3. Lecture Part II: Coherence in Spoken Production (15 minutes)**

Script:

“Coherence means the logical flow of ideas in speech. It is closely connected to discourse markers because they help link sentences into a clear argument or story.

A coherent speaker uses:

Logical sequencing: first, next, finally.

Referencing: this, that, these, those.

Contrast and cause: however, therefore, because.

Clarification: in other words, I mean.

☞ Example:

‘First, I’ll explain the background. Then I’ll talk about the problem. Finally, I’ll suggest solutions.’ → This structure creates coherence.”

Mini-check: Ask: “How would you tell a story about your last holiday using sequencing markers?”

### **4. Activity 1: Marker Matching (10 minutes)**

Students receive a handout with functions (e.g., *contrast, sequencing, clarification*) and a list of discourse markers.

Task: Match markers to functions.

Quick feedback and correction.

### **5. Activity 2: Jumbled Story Ordering (10 minutes)**

Students get a short story (sentences in random order).

They must reorder the story using sequencing discourse markers (*first, then, after that, finally*).

Groups read their coherent version aloud.

### **6. Activity 3: Speaking Practice with Markers (15 minutes)**

In pairs, students answer a speaking prompt (*Describe your favorite teacher / Discuss online vs. offline learning*).

Rule: They must use at least 5 discourse markers from a checklist.

Teacher monitors and notes good usage.

### **7. Activity 4: Debate with Coherence Focus (15 minutes)**

Divide class into 2 groups: “*Technology improves communication*” vs. “*Technology damages communication.*”

Students must use discourse markers for argument (e.g., *on the other hand, moreover, in conclusion*).

Teacher highlights effective markers and comments on coherence.

### **8. Conclusion & Wrap-up (5 minutes)**

Script:

“To summarize:

Discourse markers are small but powerful tools that guide listeners.

They make speech coherent, logical, and natural.

Without them, speech feels disconnected.

Exit question: *Which discourse markers will you try to use more in your own speaking from now on?”*

### **Resources & References:**

Carter, R., & McCarthy, M. (2006). *Cambridge grammar of English: A comprehensive guide*. Cambridge University Press.

- Fraser, B. (1999). What are discourse markers? *Journal of Pragmatics*, 31(7), 931–952. [https://doi.org/10.1016/S0378-2166\(98\)00101-5](https://doi.org/10.1016/S0378-2166(98)00101-5)
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Longman.
- McCarthy, M. (2010). *Spoken language and applied linguistics*. Cambridge University Press.
- Schiffrin, D. (1987). *Discourse markers*. Cambridge University Press.
- Thornbury, S. (2005). *How to teach speaking*. Pearson Education.

## **Lecture 8. Sociolinguistic Aspects of Speaking: Register, Formality, and Politeness**

### **🎯 Learning Objectives**

By the end of this lesson, students will be able to:

1. Define and explain register, formality, and politeness in spoken communication.
2. Recognize how sociolinguistic factors (age, status, context, culture) influence speaking choices.
3. Identify examples of formal/informal registers and polite/impolite forms.
4. Apply appropriate register, formality, and politeness strategies in role-plays and discussions.

## 1. Introduction (5 minutes)

### Script:

“When we speak, we don’t only communicate ideas – we also show our social relationships, attitudes, and respect. For example, the way you talk to your best friend is different from how you speak to your professor. Today, we’ll focus on three sociolinguistic aspects of speaking: **register, formality, and politeness.**”

☞ **Warm-up question:** *How would you say ‘Can you help me?’ to your close friend vs. to your teacher?*

## 2. Lecture Part I: Register (15 minutes)

### Script:

“**Register** refers to language variation depending on the situation and audience.

- **Formal register:** Used in academic, business, or official contexts. Example: *‘I would like to request further information regarding your course.’*
- **Informal register:** Used with friends or family. Example: *‘Can you tell me more about the course?’*
- **Frozen register:** Fixed expressions (legal texts, religious rituals).
- **Neutral register:** Everyday conversation, neither too formal nor too casual.

☞ The choice of register depends on **who we are speaking to, why, and where.**”

**Mini-check:** Students give one sentence in both formal and informal versions.

### 3. Lecture Part II: Formality (15 minutes)

**Script:**

“**Formality** is about how polite and respectful the language is.

- Factors influencing formality: age, social status, context, relationship, and culture.
- Examples:
  - Formal: *‘Would you mind if I joined the discussion?’*
  - Informal: *‘Mind if I join in?’*
- Learners often face challenges: using informal language in formal settings or sounding too stiff in casual talk.”

**Mini-check:** Teacher writes: *‘Give me your book.’* → Students reformulate it into more formal versions.

### 4. Lecture Part III: Politeness (15 minutes)

**Script:**

“**Politeness** strategies are ways to show respect, avoid conflict, and maintain good relationships.

According to Brown & Levinson’s model, there are:

- **Positive politeness:** showing friendliness and solidarity. (*‘That’s a great idea, let’s try it!’*)
- **Negative politeness:** being indirect to avoid imposing. (*‘Could you possibly lend me a hand?’*)
- **Direct strategies:** sometimes used in close relationships. (*‘Pass me the pen.’*)

☞ Politeness varies across cultures – what sounds polite in one language may sound rude in another.”

**Mini-check:** Ask: *How would you politely refuse an invitation from a professor?*

### 5. Activity 1: Register Switch (10 minutes)

- Students receive scenarios (job interview, chatting with a friend, presenting research).
- Task: Say the same message in different registers (formal vs. informal).
- Volunteers present.

### 6. Activity 2: Formality Ladder (10 minutes)

- Teacher provides 3 sentences with different levels of formality.
- Students rank them from least formal → most formal.
- Example:
  1. *'Lend me your notes.'*
  2. *'Can you give me your notes, please?'*
  3. *'Would it be possible for me to borrow your notes?'*

### 7. Activity 3: Politeness Role-play (15 minutes)

- Pairs act out short role-plays:
  - Asking a teacher for deadline extension.
  - Refusing a friend's invitation politely.
  - Asking a stranger for directions.
- Focus: using appropriate politeness strategies.
- Teacher feedback on cultural appropriateness and tone.

### 8. Activity 4: Debate with Register Shifts (10 minutes)

- Class debate topic: *"Social media does more harm than good."*
- Round 1: Students use **formal register**.

- Round 2: Same arguments, but using **informal register**.
- Reflection: Which sounded more convincing in each context?

## 9. Conclusion & Wrap-up (5 minutes)

### Script:

“To conclude:

- **Register** is language variation by context.
- **Formality** depends on respect and appropriateness.
- **Politeness** maintains relationships and prevents offense.

Exit question: *Which do you find hardest – adjusting register, choosing formality, or using politeness strategies?”*

### Resources:

- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.
  - Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.).
  - Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing.
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  - Leech, G. (2014). *The pragmatics of politeness*. Oxford University Press.
  - Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Pearson Education.
  - Saville-Troike, M. (2003). *The ethnography of communication: An introduction* (3rd ed.). Blackwell.
  - Scollon, R., & Scollon, S. W. (2011). *Intercultural communication: A discourse approach* (3rd ed.). Wiley-Blackwell.
-

## Lecture 9. Speaking Genres: Informal Conversation, Interviews, and Storytelling

### 🎯 Learning Objectives

By the end of this lesson, students will be able to:

Define different speaking genres and their purposes.

Identify features of informal conversation, interviews, and storytelling.

Recognize how language, tone, and structure change across genres.

Apply appropriate strategies to perform each genre in speaking tasks.

### 1. Introduction (5 minutes)

Script:

“In speaking, we use different styles depending on the genre. For example, chatting with a friend is very different from answering a job interview question or telling a story to entertain people. Today, we’ll focus on three common speaking genres: informal conversation, interviews, and storytelling.”

👉 Warm-up question: *Which genre do you feel most comfortable with – casual conversation, interviews, or storytelling? Why?*

### 2. Lecture Part I: Informal Conversation (15 minutes)

Script:

“Informal conversation is the most common genre of speaking.

Features: spontaneity, short turns, fillers (*you know, well*), interruptions, backchannels (*uh-huh, right, yeah*).

Purpose: social bonding, sharing ideas, maintaining relationships.

Example: Chatting with a friend about weekend plans.

👉 Informal conversation is flexible but requires interaction skills like turn-taking and repair.”

Mini-check: Students brainstorm phrases they often use when chatting casually.

### 3. Lecture Part II: Interviews (15 minutes)

Script:

“Interviews are structured, formal speaking events where one person asks questions and the other responds.

Features: clear questions, extended answers, formal register, careful grammar.

Purposes: job interviews, media interviews, research interviews.

Example: Employer: *'Why do you want this job?'* Candidate: *'Because I believe my skills in communication and teamwork match the role.'*

☞ Interviews require preparation, accuracy, and confidence.”

Mini-check: Teacher asks a simple interview question (*What is your strength as a student?*). Volunteers answer.

#### **4. Lecture Part III: Storytelling (15 minutes)**

Script:

“Storytelling is one of the oldest genres of speaking.

Features: clear structure (beginning–middle–end), sequencing markers (*first, then, after that, finally*), expressive intonation, and descriptive language.

Purpose: entertain, share experiences, teach lessons.

Example: *'Last summer, I went to Samarkand... At first everything was fine, but then...'*

☞ Storytelling engages listeners through rhythm, voice, and vivid detail.”

Mini-check: Students recall the last story they told in English – who was the audience?

#### **5. Activity 1: Genre Identification (10 minutes)**

Teacher provides short transcripts (3–4 lines each).

Students identify the genre: informal conversation, interview, or storytelling.

Discuss why they chose that answer.

#### **6. Activity 2: Role-play – Informal Chat (10 minutes)**

In pairs, students have a casual conversation prompt (*weekend plans, favorite movies, hobbies*).

Focus: using fillers, backchannels, and natural rhythm.

Quick class feedback.

#### **7. Activity 3: Mock Interview (15 minutes)**

Students practice interview questions in pairs.

Sample questions: *“Tell me about yourself.”* / *“What are your future goals?”*

One is interviewer, one is candidate → switch roles.

Teacher observes, then gives feedback on register, fluency, and accuracy.

#### **8. Activity 4: Storytelling Circle (15 minutes)**

Students sit in small groups.

Each tells a short personal story (e.g., a funny incident, an interesting journey, or a challenge they faced).

Use sequencing markers and expressive intonation.

Peers give feedback: Was the story clear? Engaging? Well-structured?

## **9. Conclusion & Wrap-up (5 minutes)**

Script:

“To conclude:

Informal conversation is spontaneous and interactive.

Interviews are structured and formal.

Storytelling requires structure, creativity, and expression.

All three genres are important for academic, professional, and everyday communication.

👉 Exit question: *Which genre do you think is most important for your future career, and why?”*

## **Suggested Readings & Resources**

- Brown, H. D., & Abeywickrama, P. (2018). *Language Assessment: Principles and Classroom Practices* (2nd ed.). Pearson.
- Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford University Press.
- Richards, J. C., & Lockhart, C. (2007). *Reflective Teaching in Second Language Classrooms*. Cambridge University Press.
- O'Malley, J. M., & Valdez Pierce, L. (1996). *Authentic Assessment for English Language Learners*. Addison-Wesley.

## ***Lecture 10. Speaking for Academic and Professional Purposes***

### **🎯 Learning Objectives**

By the end of this lesson, students will be able to:

Explain the key features of academic and professional speaking.

Distinguish between formal, semi-formal, and professional registers.

Recognize the purposes of speaking in academic (presentations, seminars, discussions) and professional (meetings, interviews, negotiations) contexts.

Apply strategies for clarity, accuracy, and confidence in academic/professional communication.

### 1. Introduction (5 minutes)

#### Script:

“Speaking in academic and professional contexts requires more than fluency. It demands accuracy, confidence, and appropriateness. For example, the way you present at a university conference is very different from chatting with friends. Today, we’ll learn how to adapt our speaking for **academic** and **professional** purposes.”

☞ **Warm-up question:** *What’s the difference between speaking in class with your classmates and presenting at a formal seminar?*

### 2. Lecture Part I: Speaking for Academic Purposes (15 minutes)

#### Script:

“In academic settings, speaking is often used for learning and knowledge exchange. Common genres include:

**Oral presentations** (clear structure: introduction, main points, conclusion).

**Seminars and group discussions** (turn-taking, agreeing/disagreeing politely).

**Question-and-answer sessions** (clarifying, responding accurately).

#### Features:

Formal register, precise vocabulary.

Clarity and logical structure.

Use of signposting language (*first of all, in conclusion, however*).

☞ Example: *‘Today I would like to discuss three main factors influencing climate change...’*”

**Mini-check:** Students suggest useful phrases for academic presentations.

### 3. Lecture Part II: Speaking for Professional Purposes (15 minutes)

#### Script:

“In professional contexts, speaking is used to achieve goals, build relationships, and solve problems. Common genres include:

**Meetings** (summarizing, giving opinions, negotiating).

**Interviews** (self-presentation, answering questions formally).

**Negotiations** (persuasion, compromise).

**Networking** (introducing yourself, making small talk).

#### Features:

Professional register (clear, polite, concise).

Balance of fluency and accuracy.

Emphasis on confidence and credibility.

☞ Example: *'Based on the latest data, I recommend that we adopt this strategy for the next quarter.'*

**Mini-check:** Teacher asks: *What expressions do you use when giving an opinion in a meeting?*

#### **4. Lecture Part III: Common Challenges & Strategies (10 minutes)**

##### **Script:**

“Students often struggle with:

Overusing informal language.

Lack of clear structure in presentations.

Nervousness or hesitation.

##### **Strategies:**

Prepare and practice key vocabulary.

Use discourse markers to guide listeners.

Practice public speaking for confidence.

Record and review your speaking performance.”

**Mini-check:** Students share one strategy they use to overcome nervousness.

#### **5. Activity 1: Academic Mini-Presentation (10 minutes)**

Students prepare a **1-minute academic presentation** (e.g., *advantages of online learning*).

Focus: clear structure + academic signposting markers.

Volunteers present.

#### **6. Activity 2: Professional Self-Introduction (10 minutes)**

Students role-play introducing themselves at a job interview or networking event.

Focus: professional vocabulary, confidence, clarity.

#### **7. Activity 3: Group Discussion Simulation (15 minutes)**

Students in small groups discuss a topic (*Should university courses include more practical training?*).

Task: Agree/disagree politely, use turn-taking strategies.

Teacher monitors and gives feedback.

## 8. Activity 4: Meeting Role-play (15 minutes)

Scenario: A company must decide whether to invest in new technology.

Students play roles (manager, finance officer, marketing officer).

Focus: professional interaction, negotiation, summarizing points.

## 9. Conclusion & Wrap-up (5 minutes)

### Script:

“To summarize:

Academic speaking involves clarity, structure, and formal language.

Professional speaking requires politeness, confidence, and goal-oriented communication.

Both contexts value accuracy, appropriacy, and effective interaction.

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• - Gillett, A., Hammond, A., & Martala, M. (2009). *Successful academic writing*. Pearson Education.

• G

• Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A*

• Jordan, R. R. (1997). *English for academic purposes: A guide and resource*

• Louhiala-Salminen, L., Charles, M., & Kankaanranta, A. (2005). *English as*

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## Lecture 11. Developing Argumentation Skills in Speaking

### 🎯 Learning Objectives

By the end of this lesson, students will be able to:

Define argumentation in speaking and explain its importance.

Identify the structure of an argument (claim, reasons, evidence, counterargument).

Recognize linguistic markers for argumentation (e.g., *firstly, however, therefore, on the other hand*).

Apply argumentation strategies in discussions and debates.

### **1. Introduction (5 minutes)**

Script:

“In academic and professional speaking, it is not enough to share opinions – we must defend them with arguments. Argumentation helps us persuade, debate, and participate in discussions effectively. Today, we will learn how to structure arguments and practice them in speaking tasks.”

☞ Warm-up question: *Which is stronger: saying ‘I think online learning is good’ or ‘I think online learning is good because it saves time and money’? Why?*

Script:

“Argumentation is the process of giving reasons to support or oppose an idea. Unlike a simple opinion, an argument is supported by evidence.

Claim: The main idea (e.g., Online learning is effective).

Reasons: Why the claim is true (e.g., It is flexible, saves travel time).

Evidence: Facts, examples, or data (e.g., Research shows online learners score as high as face-to-face learners).

Counterargument: Addressing the opposite view (e.g., Some say online learning reduces interaction, but this can be solved with group projects).”

Mini-check: Ask: *Can you give a reason to support the idea that learning English is important?*

### **3. Lecture Part II: Language for Argumentation (15 minutes)**

Script:

“To make arguments clear, we use specific discourse markers:

Introducing points: *firstly, to begin with, it is important to note that...*

Adding support: *in addition, moreover, another reason is...*

Giving evidence: *for example, according to research, statistics show...*

Contrasting ideas: *however, on the other hand, although...*

Concluding: *therefore, thus, in conclusion...*

☞ Using these markers makes your speaking structured and persuasive.”

Mini-check: Students reformulate: *“I like reading. It is good.”* → *“I like reading because it develops critical thinking. For example, research shows... Therefore, it is essential for students.”*

#### **4. Lecture Part III: Argumentation in Speaking Contexts (10 minutes)**

Script:

“Argumentation is essential in:

Class discussions – explaining and defending your view.

Debates – persuading an audience.

Interviews – justifying your suitability.

Presentations – supporting claims with evidence.

☞ Strong speakers don’t just state ideas – they *argue* them with logic and examples.”

#### **5. Activity 1: Claim, Reason, Evidence (10 minutes)**

Teacher writes claims on the board (e.g., *“All students should learn a second language.”*).

Students in pairs create 1 reason and 1 piece of evidence to support each claim.

Volunteers share.

#### **6. Activity 2: Argument Marker Practice (10 minutes)**

Students receive a list of jumbled sentences.

Task: Insert discourse markers to make the argument more coherent.

Example: “\_\_\_, *online learning is flexible.* \_\_\_, *it saves time.* \_\_\_, *it is cost-effective.*”

Feedback as a class.

#### **7. Activity 3: Mini-Debate (15 minutes)**

Divide class into 2 groups.

Topic: *“Technology does more good than harm.”*

Each side presents arguments with claims, reasons, and evidence.

Teacher notes use of discourse markers and argumentation structure.

#### **8. Activity 4: Persuasive Speaking Task (15 minutes)**

In pairs, students convince their partner on a topic (e.g., *Why traveling is better than studying at home*).

Partner listens, then switches roles.

### **Error Correction and Feedback in Speaking Practice\***

### **Error Correction and Feedback in Speaking Practice\***

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### **Error Correction and Feedback in Speaking Practice\***

Teacher provides feedback on persuasiveness and coherence.

## **9. Conclusion & Wrap-up (5 minutes)**

Script:

“To conclude:

Argumentation = claim + reasons + evidence + counterargument.

Using discourse markers creates coherence.

Strong arguments persuade and show critical thinking.

Exit question: *Which part of argumentation do you find most difficult – making claims, finding evidence, or addressing counterarguments?”*

## **Suggested Readings & Resources**

□ Andrews, R. (2010). *Argumentation in higher education: Improving practice through theory and research*. Routledge.

□ Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Longman.

□ Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing.

□ Kuhn, D. (1991). *The skills of argument*. Cambridge University Press.

□ Nussbaum, E. M. (2011). Argumentation, dialogue theory, and probability modeling: Alternative frameworks for argumentation research in education. *Educational Psychologist*, 46(2), 84–106. <https://doi.org/10.1080/00461520.2011.558816>

□ Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Pearson Education.

□ Toulmin, S. E. (2003). *The uses of argument* (Updated ed.). Cambridge University Press.

## Lecture 12. Error Correction and Feedback in Speaking Practice

### 🎯 Learning Objectives

By the end of this lesson, students will be able to:

Explain how speaking is assessed in relation to the CEFR.

Identify the main CEFR criteria for speaking (range, accuracy, fluency, interaction, coherence).

Interpret CEFR band descriptors across levels (A1–C2).

Apply descriptors to evaluate speaking samples in practice.

### 1. Introduction (5 minutes)

Script:

“Assessment of speaking is often seen as difficult because it involves subjective judgment. That’s why frameworks like the CEFR provide clear criteria and descriptors to make speaking evaluation more reliable. Today, we’ll learn about CEFR-based assessment and practice applying it.”

👉 Warm-up question: *Have you ever been tested in speaking? What kind of feedback did you receive?*

### 2. Lecture Part I: CEFR Criteria for Speaking (15 minutes)

Script:

“The CEFR evaluates speaking using several key criteria:

Range – How wide is the speaker’s vocabulary and grammar?

Accuracy – How correct is the language (grammar, pronunciation)?

Fluency – How smoothly and naturally does the speaker talk?

Interaction – How well does the speaker engage with others (turn-taking, asking, responding)?

Coherence – How logically connected and organized are the ideas?

👉 Together, these ensure that we assess both form and meaning, not just grammar.”

Mini-check: Teacher asks: *Which do you think is more important for communication – accuracy or fluency? Why?*

### 3. Lecture Part II: CEFR Band Descriptors (15 minutes)

Script:

“The CEFR divides speaking ability into six levels: A1–C2. Each level has descriptors:

A1: Can use basic phrases, introduce self.

A2: Can communicate simple needs, describe routine tasks.

B1: Can connect ideas in familiar topics, express opinions.

B2: Can interact fluently and spontaneously with some self-correction.

C1: Can express ideas fluently, flexibly, and precisely on complex topics.

C2: Can express themselves effortlessly and appropriately in all situations.

☞ Example descriptor (B2 – Fluency): ‘*Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible.*’

Mini-check: Students discuss which level best describes their own speaking ability.

#### **4. Lecture Part III: Why CEFR Matters (10 minutes)**

Script:

“CEFR descriptors help:

Teachers – to assess consistently.

Students – to set goals and self-assess.

Institutions – to align courses and exams internationally.

☞ Without criteria, assessment can be unfair and subjective.”

Mini-check: Ask: *Why might two teachers give different scores for the same student’s speaking?*

#### **5. Activity 1: Descriptor Matching (10 minutes)**

Students receive descriptors (A1–C2) cut into strips.

Task: Match each descriptor to the correct CEFR level.

Quick feedback with projector/board.

#### **6. Activity 2: Video/Audio Rating (15 minutes)**

Play a short recorded speaking sample (A2–C1 level).

Students assess it using CEFR criteria (range, accuracy, fluency, interaction, coherence).

Compare results in groups.

Teacher provides the “official” level and explains.

#### **7. Activity 3: Peer Speaking Assessment (10 minutes)**

In pairs, students ask each other a simple question (e.g., *What are your career goals?*).

Partner evaluates using a simplified CEFR checklist.

Reflection on how it feels to be assessor vs. speaker.

### **8. Activity 4: Band Descriptor Application (10 minutes)**

Students receive a sample speaking transcript.

Task: Underline evidence for *fluency, accuracy, interaction, coherence*.

Decide: which CEFR band does it fit best?

### **9. Conclusion & Wrap-up (5 minutes)**

Script:

“To summarize:

Speaking is assessed using CEFR criteria: range, accuracy, fluency, interaction, coherence.

Band descriptors from A1–C2 describe what learners can do at each level.

Applying descriptors makes assessment more transparent and fair.

☞ Exit question: *If you were an examiner, which CEFR criterion would be most important for you? Why?”*

### **Suggested Readings & Resources**

- Fulcher, G. (2015). *Assessing second language speaking*. Routledge.
- Luoma, S. (2004). *Assessing speaking*. Cambridge University Press.
- North, B. (2000). *The development of a common framework scale of language proficiency*. Peter Lang.
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## **Lecture 13. Assessment of Speaking: CEFR-based Criteria and Band Descriptors**

### **🎯 Learning Objectives**

By the end of this lesson, students will be able to:

1. Define the role of assessment in speaking.
2. Explain the CEFR-based criteria used in speaking assessment.
3. Interpret CEFR band descriptors for levels A1–C2.
4. Apply descriptors in evaluating speaking samples.

### 1. Introduction (5 minutes)

#### Script:

“Assessing speaking is one of the most challenging tasks for teachers because it involves both objective and subjective elements. The CEFR gives us a **common scale and descriptors** to make this process fair and transparent. Today, we will explore the CEFR criteria and practice applying them.”

☞ **Warm-up question:** *What do you think examiners listen for when they assess speaking?*

### 2. Lecture Part I: CEFR Criteria for Speaking (15 minutes)

#### Script:

“The CEFR identifies **five key criteria** for assessing speaking:

1. **Range** – the variety of vocabulary and grammar used.
2. **Accuracy** – correctness of grammar, vocabulary, and pronunciation.
3. **Fluency** – smoothness, natural pace, and absence of long pauses.
4. **Interaction** – ability to manage conversation, respond, and cooperate.
5. **Coherence** – logical sequencing and clarity of ideas.

☞ These criteria cover both *form* (accuracy, range) and *meaning* (fluency, interaction, coherence).”

**Mini-check:** Ask: *Which of these do you personally find easiest or hardest?*

### 3. Lecture Part II: CEFR Band Descriptors (15 minutes)

#### Script:

“The CEFR divides language ability into six levels: **A1, A2, B1, B2, C1, C2.**

- **A1:** Can use simple phrases, introduce self.
- **A2:** Can handle routine exchanges on familiar topics.
- **B1:** Can express opinions and link ideas in familiar contexts.
- **B2:** Can interact fluently with some self-correction.
- **C1:** Can use language flexibly, fluently, and precisely.
- **C2:** Can express themselves effortlessly in any context.

☞ Example descriptor (B2 Fluency): “*Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible without strain for either party.*”

**Mini-check:** Ask students to identify their own level using these descriptors.

### 4. Lecture Part III: Importance of CEFR in Assessment (10 minutes)

#### Script:

“Why use CEFR descriptors?”

- They ensure **consistency** across teachers and countries.

- They give students **clear goals** for improvement.
- They make assessment more **transparent and reliable**.

Without criteria, one teacher may score a student higher or lower than another. With CEFR, assessment is standardized.”

**Mini-check:** Ask: *Why do you think fairness is important in speaking exams?*

- Students receive a worksheet with **descriptors and levels (A1–C2) mixed up**.
- In groups, match each descriptor to the correct CEFR level.
- Feedback together as a class.
- Play or read a **sample speaking text** (at B1 or B2 level).
- Students assess it using CEFR criteria (range, accuracy, fluency, interaction, coherence).
- Groups compare ratings → teacher reveals the official level.

### 7. Activity 3: Peer Speaking Assessment (10 minutes)

- In pairs, students answer one question (*Describe your favorite book or film*).
- Partner evaluates using a simplified CEFR checklist.
- Reflection: What was easy/difficult about assessing?
- Provide a short speaking transcript.
- Students underline evidence of **fluency, interaction, coherence**.
- Decide together which CEFR level it fits.

### 9. Conclusion & Wrap-up (5 minutes)

**Script:**

“To summarize:

- Speaking assessment uses CEFR criteria: range, accuracy, fluency, interaction, and coherence.
- Band descriptors (A1–C2) describe what speakers *can do*.
- These tools make assessment fair, transparent, and useful for learning.

☞ Exit question: *Which CEFR criterion do you think examiners should value most, and why?”*

## Lecture 14. Technology and Speaking Practice: Digital Tools for Oral Communication

### 🎯 Learning Objectives

By the end of this lesson, students will be able to:

Explain how technology supports speaking practice in language learning.

Identify digital tools for oral communication (apps, platforms, AI, and multimedia).

Evaluate the benefits and challenges of using technology in speaking practice.

Apply selected tools in simulated speaking tasks.

### **1. Introduction (5 minutes)**

Script:

“Technology has transformed the way we practice speaking. From language learning apps to video conferencing tools, students can now practice oral communication anytime, anywhere. Today, we’ll explore how digital tools help us improve fluency, accuracy, and interaction.”

☞ Warm-up question: *Do you use any apps or platforms (like Duolingo, Zoom, or YouTube) to practice your English speaking?*

### **2. Lecture Part I: Role of Technology in Speaking Practice (15 minutes)**

Script:

“Technology enhances speaking practice in several ways:

Accessibility: Learners can practice anytime, anywhere.

Authenticity: Access to real-life conversations, podcasts, videos.

Interactivity: Tools allow dialogue, feedback, and collaboration.

Recording & Reflection: Students can record their speech, analyze errors, and track progress.

☞ Technology doesn’t replace teachers but supports and extends speaking opportunities.”

Mini-check: Ask: *What’s one advantage and one disadvantage of practicing speaking online?*

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### **3. Lecture Part II: Digital Tools for Oral Communication (15 minutes)**

Script:

“Some popular digital tools for speaking practice:

Language learning apps: Duolingo, ELSA Speak, Busuu (AI-based pronunciation, dialogues).

Video platforms: YouTube, TED Talks (listening + shadowing for fluency).

Video conferencing tools: Zoom, Microsoft Teams, Google Meet (group discussions, presentations).

Speech recognition tools: Google Speech-to-Text, AI chatbots.

Interactive platforms: Flip (Flipgrid), VoiceThread, Padlet (video/audio sharing).

Gamified practice: Kahoot, Quizizz with speaking prompts.

🔗 Teachers can design blended activities combining classroom interaction and digital tools.”

Mini-check: Ask: *Which tool do you think is best for practicing pronunciation? Why?*

#### **4. Lecture Part III: Benefits and Challenges (10 minutes)**

Script:

“Benefits:

More practice opportunities outside class.

Personalized feedback from AI and apps.

Encourages collaboration and global communication.

Challenges:

Over-reliance on technology.

Limited human interaction in some apps.

Access issues (internet, devices).

🔗 The best approach: combine digital tools with face-to-face practice.”

Mini-check: *What challenge do you face most when using technology for speaking practice?*

#### **5. Activity 1: Tool Brainstorm (10 minutes)**

Students in groups list all the digital tools they know for speaking practice.

Each group shares one tool and its use.

Teacher adds missing tools.

#### **6. Activity 2: Pronunciation with Apps (10 minutes)**

Teacher demonstrates an AI tool (e.g., ELSA Speak or Google speech recognition).

Students practice short sentences, compare feedback, and reflect on accuracy.

#### **7. Activity 3: Virtual Conversation Simulation (15 minutes)**

In pairs, students role-play a conversation using a video conferencing tool simulation (teacher provides prompts: job interview, travel conversation, online debate).

Peers give feedback using CEFR speaking descriptors.

## 8. Activity 4: Story Recording & Sharing (15 minutes)

Students record a 1-minute personal story on their phone (using Flip/VoiceThread/WhatsApp voice).

Share in small groups.

Group members give feedback on fluency and pronunciation.

## 9. Conclusion & Wrap-up (5 minutes)

Script:

“To conclude:

Technology provides powerful opportunities for speaking practice through apps, video, and AI tools.

It supports fluency, accuracy, and confidence.

However, it works best when combined with real interaction and teacher guidance.

🔗 Exit question: *Which tool would you like to try this week to improve your speaking?”*

## References.

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## u Lecture 15. Reflection and Self-assessment in Speaking Skills Development

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### 🎯 Learning Objectives

By the end of this lesson, students will be able to:

- i 1. Define reflection and self-assessment in the context of speaking.
- c 2. Explain why reflection and self-assessment are important for speaking
- s development.
- i 3. Identify tools and strategies for reflective speaking practice.

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4. Apply reflection and self-assessment techniques to evaluate and improve their own speaking skills.

### 1. Introduction (5 minutes)

#### Script:

“When learning to speak a language, progress does not only come from teacher feedback. Learners also need to **reflect on their own performance** and use **self-assessment** to recognize strengths and weaknesses. Today, we’ll explore how reflection and self-assessment help us develop speaking skills.”

☞ **Warm-up question:** *Have you ever listened to a recording of yourself speaking? What did you notice?*

### 2. Lecture Part I: What is Reflection? (15 minutes)

#### Script:

“**Reflection** is the process of thinking critically about your own speaking

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e • What did I do well?

r • What problems did I face?

f • How can I improve next time?

Reflection transforms mistakes into **learning opportunities**. For example: a student who notices they pause too much can focus on fluency activities.”

**Mini-check:** Ask: *If you reflect on your last speaking task, what is one thing you would change?*

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### 3. Lecture Part II: What is Self-assessment? (15 minutes)

#### Script:

“**Self-assessment** means evaluating your own speaking against clear criteria.

- **Checklists** (Did I speak fluently? Did I use varied vocabulary?)
- **Rating scales** (1–5 for accuracy, fluency, confidence).
- **CEFR descriptors** (e.g., B1: Can describe experiences and events).
- **Learning journals** (writing reflections after practice).

☞ Self-assessment helps learners become **independent and motivated**.”

**Mini-check:** Ask: *Would you rate yourself higher in fluency or accuracy? Why?*

### 4. Lecture Part III: Benefits and Challenges (10 minutes)

#### Script:

#### Benefits:

- Learners may overestimate or underestimate themselves.
- Requires honesty and clear criteria.

☞ That's why combining **self-assessment with teacher guidance** works best.

### 5. Activity 1: Speaking Reflection Journal (10 minutes)

- Students recall their last speaking activity.

2. What I need to improve.

### 6. Activity 2: CEFR Self-rating (10 minutes)

- Teacher provides simplified CEFR speaking descriptors (A1–C2).
- Students read and decide which level describes their current ability.
- Pair discussion: *Do you agree with your partner's self-rating?*

### 7. Activity 3: Peer + Self-assessment (15 minutes)

- In pairs, students answer a short speaking prompt (*Describe your favorite holiday*).
- Each student evaluates themselves **and** their partner using a checklist (fluency, accuracy, vocabulary, interaction).
- Reflection: Compare self and peer ratings – are they similar?

### 8. Activity 4: Video/Audio Reflection (15 minutes)

- Students record a 1-minute talk (on phone or laptop).
- Listen to their own recording and fill a self-assessment form (strengths, weaknesses, goals).
- Share one reflection with the group.

### 9. Conclusion & Wrap-up (5 minutes)

#### Script:

“To conclude:

- **Reflection** helps learners think critically about their performance.
- **Self-assessment** allows learners to measure progress against clear criteria.
- Both skills make learners more independent, confident, and motivated.

☞ Exit question: *What is one reflection or self-assessment strategy you will try this week?*”

### References

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# FAN O'QUV DASTURI

<b>ITGKR404</b>		<b>‘quv yili:</b> 6		5,6		<b>ECTS – Kreditlar: 8</b>	
<b>Fan/modul turi:</b> tanlov		<b>Ta’lim tili: Ingliz</b>				<b>Haftadagi dars soatlari:</b> 4	
	Fanning nomi	Semestr	ECTS – Kreditlar	Auditoriya mashg‘ulotlari (soat)		Mustaqil ta’lim (soat)	Jami yuklama (soat)
				Ma’ruza	Seminar		
	Ingli tilida gapirish ko‘nikmalarini rivojlantirish	5/2025	4	30	30	60	120
		6/2026	4	30	30	60	120
		<b>Jami</b>	<b>8</b>	<b>60</b>	<b>60</b>	<b>120</b>	<b>240</b>

Ushbu fan talabalar ingliz tilida og‘zaki muloqot qilish ko‘nikmalarini rivojlantirishga qaratilgan bo‘lib, ularning akademik va ijtimoiy kontekstlarda erkin, aniq va ishonchli nutq so‘zlash imkoniyatlarini kengaytiradi. Fan davomida talabalar turli nutq janrlarida – munozara, taqdimot, suhbat, bahs-munozara, hikoya qilish kabi mashqlarda qatnashadi. Darslar kommunikativ va topshiriq asosida tashkil etilib, mustaqil fikrlash, interaktiv muloqot, talaffuz, ohang va nutqning tabiiyligini shakllantirishga xizmat qiladi.

### **🎯 Fanning vazifalari**

1. Talabalarni ingliz tilida ravon va mantiqan izchil so‘zlasha olishga o‘rgatish.
2. Nutqdagi talaffuz, urg‘u, intonatsiya va ritm ustida ishlash.
3. Og‘zaki muloqotda grammatik to‘g‘rilik va lug‘at boyligini oshirish.
4. Suhbatda navbat olish, tushunmagan joyni aniqlashtirish, mulohaza bildirish kabi

interaktiv muloqot ko'nikmalarini rivojlantirish.

5. Rasman va norasman kontekstlarda fikr bildirgan holda ishonchli nutqni shakllantirish.
6. Tinglab tushunish va tanqidiy fikrlash asosida og'zaki javob qaytarishni o'rganish.
7. Akademik va kasbiy nutq topshiriqlari – taqdimotlar, jamoaviy muhokamalar uchun tayyorlash.
8. Mustaqil o'rganish va o'z-o'zini baholash, tengdoshlar bahosi orqali o'z ustida ishlash madaniyatini shakllantirish.

O'quv dasturlarini ishlab chiqish va baholash

- Oliy ta'lim muassasalari uchun mos bo'lgan ingliz tili dars dasturlarini ishlab chiqish.
- Ta'lim natijalarini baholash va bolalarning rivojlanishini kuzatish.

### **Ta'lim natijalari (TN)**

#### **Fanni o'zlashtirish jarayonida talaba quyidagilarni o'rganadi:**

1. Ingliz tilida turli kontekstlarda (ramsiy va norasman) erkin va ishonchli so'zlash ko'nikmasiga ega bo'ladi.
2. Nutq davomida grammatik jihatdan to'g'ri, mantiqan izchil va mazmunan boy fikrlarni ifoda etishni o'zlashtiradi.
3. Talaffuz, urg'u, intonatsiya va nutq ritmini to'g'ri qo'llash malakasini shakllantiradi.
4. Suhbatda navbat olish, savol berish, fikr bildirish, tushunmagan joyni aniqlashtirish kabi interaktiv muloqot usullaridan foydalanadi.
5. Og'zaki taqdimot, hikoya qilish, muhokama va bahs-munozara kabi vazifalarni muvaffaqiyatli bajarish malakasini hosil qiladi.
6. Tinglab tushunish asosida to'g'ri va mazmunli javob berish, o'z fikrini dalillar bilan asoslashga o'rganadi.
7. Kasbiy va akademik nutq topshiriqlari (taqdimot, suhbat, intervyu)ni tayyorlash va samarali bajarishga qodir bo'ladi.
8. Nutq faoliyatini tahlil qilish, xatolarni aniqlash, o'zini va tengdoshlarini baholash

ko'nikmasini rivojlantiradi.

9. Mustaqil tarzda o'z nutqini takomillashtirish uchun resurslardan foydalanishni biladi.

## II. FAN TARKIBIGA QUYIDAGI MAVZULAR KIRADI:

### 5-semestr uchun

	<b>Mashg'ulot shakli: Ma'ruza (M)</b>	<b>Soat</b>
<b>M 1</b>	The Role of Speaking Skills in English Language Teaching and CEFR Standards* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>M 2</b>	Key Features of Spoken Language: Spontaneity, Interaction, and Real-time Processing	2
<b>M 3</b>	Fluency and Accuracy: Balancing Meaning and Form in Spoken English* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>M 4</b>	Phonological Aspects of Speaking: Stress, Intonation, and Rhythm* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>M 5</b>	Communicative Competence and Interaction Strategies in Speaking	2
<b>M 6</b>	Lexical Resource in Speaking: High-frequency Words and Collocations* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>M 7</b>	Discourse Markers and Coherence in Spoken Production* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>M 8</b>	Sociolinguistic Aspects of Speaking: Register, Formality, and Politeness	2
<b>M 9</b>	Speaking Genres: Informal Conversation, Interviews, and Storytelling	2
<b>M 10</b>	Speaking for Academic and Professional Purposes	2

<b>M 11</b>	Developing Argumentation Skills in Speaking	2
<b>M 12</b>	Error Correction and Feedback in Speaking Practice* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>M 13</b>	Assessment of Speaking: CEFR-based Criteria and Band Descriptors	2
<b>M 14</b>	Technology and Speaking Practice: Digital Tools for Oral Communication* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>M 15</b>	Reflection and Self-assessment in Speaking Skills Development	2
	<b>Jami:</b>	<b>30</b>

**Ma'ruza mashg'ulotlari** multimedia qurilmalari bilan jihozlangan auditoriyada akademik guruhlar uchun o'tiladi.

#### 5-semestr uchun

	<b>Mashg'ulot shakli: Seminar (S)</b>	<b>Soat</b>
<b>S1</b>	Comparing CEFR Speaking Descriptors: A2 vs B2 Identifying	2
<b>S2</b>	<b>Practicing Real-time Speaking Tasks (Timed Responses and Role-plays)</b>	2
<b>S3</b>	Fluency Building Activities: 4/3/2 Technique and Speed Speaking* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S4</b>	.Stress and Intonation Drills Using Authentic Recordings* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S5</b>	Role-playing Polite Requests, Suggestions, and Clarifications* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S6</b>	Word Association and Collocation Games for Vocabulary Boost* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S7</b>	Using Discourse Markers in Paired Dialogues and Presentations* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S8</b>	Formal vs Informal Speaking: Role-play in Different Contexts* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S9</b>	Telling Personal Stories with a Focus on Structure and Intonation	2

<b>S10</b>	Presenting Academic Topics with Clear Argument Structure* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S11</b>	Debate: Supporting and Challenging Opinions Respectfully* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S12</b>	Peer Feedback Sessions Using Speaking Assessment Criteria* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S13</b>	Analyzing Model Speaking Tests (e.g., IELTS Speaking Part 2)* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S14</b>	Recording and Reflecting on One's Speaking Progress* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S15</b>	Using AI-based Tools (e.g., voice assistants) to Improve Speaking* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
	<b>Jami</b>	<b>30</b>

**Seminar mashg'ulotlar** multimedia qurilmalari bilan jihozlangan auditoriyada har bir akademik guruhga alohida o'tiladi. Mashg'ulotlar interfaol usullari yordamida o'tiladi. Ko'rgazmali qurollar va multimediali vositalar qo'llash orqali o'tiladi.

**-semestr uchun**

	<b>Mashg'ulot shakli: Ma'ruza (M)</b>	<b>Soat</b>
<b>M 1</b>	Advanced Pronunciation Techniques: Intonation, Stress, and Rhythm* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>M 2</b>	Effective Speaking in Academic Contexts: Organizing Ideas Clearly* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>M 3</b>	Discourse Competence: Cohesion, Coherence, and Register* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>M 4</b>	Public Speaking Skills: Planning and Delivering Persuasive Speeches* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>M 5</b>	Debate and Argumentation Strategies for Advanced Learners* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2

<b>M 6</b>	Using Idiomatic Expressions and Figurative Language in Speech	2
<b>M 7</b>		2
<b>M 8</b>	Spoken Grammar: Natural Grammar Patterns in Speech	2
<b>M 9</b>	<b>Managing Turn-Taking and Interruptions in Conversations</b>	2
<b>M 10</b>	Listening-Speaking Integration: Responding to Audio/Visual Prompts	2
<b>M 11</b>	Critical Thinking and Speaking: Expressing Opinions Effectively* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>M 12</b>	Storytelling Techniques: Building Engagement and Emotional Impact* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>M 13</b>	Pronunciation and Accent Reduction Strategies* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>M 14</b>	Speech Acts and Pragmatics in English Communication	2
<b>M 15</b>	Evaluating Speaking Performance: Self and Peer Assessment* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
	<b>Jami:</b>	<b>30</b>

**Ma'ruza mashg'ulotlari** multimedia qurilmalari bilan jihozlangan auditoriyada akademik guruhlar uchun o'tiladi.

**-semestr uchun**

	<b>Mashg'ulot shakli: Seminar (S)</b>	<b>Soat</b>
<b>S1</b>	Practicing English Intonation Patterns Through Role Play* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S2</b>	<b>Organizing and Delivering Academic Mini-Presentations*</b> <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S3</b>	Using Transition Words in Structured Monologues* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S4</b>	Group Work: Persuasive Speech Rehearsals* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2

<b>S5</b>	Debate Practice: Defending or Opposing a Viewpoint* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S6</b>	Using Idioms in Everyday Conversations	2
<b>S7</b>	Role-play: Navigating Cultural Misunderstandings	2
<b>S8</b>	Spoken Grammar Correction through Conversation Practice	2
<b>S9</b>	Interactive Dialogue: Practicing Turn-Taking Techniques	2
<b>S10</b>	Responding to Short Talks and Videos in Discussions* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S11</b>	Expressing and Justifying Opinions on Controversial Issues* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S12</b>	Storytelling Circles: Sharing and Retelling Personal Experiences* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S13</b>	Recording Pronunciation and Analyzing Accent Shifts* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	2
<b>S14</b>	Real-life Scenarios: Apologies, Compliments, Requests	2
<b>S15</b>	Peer Assessment of Speaking Tasks Using Rubrics* Preparing and presenting a short story based on a real-life experience	2
	<b>Jami</b>	<b>30</b>

**Seminar mashg‘ulotlar** multimedia qurilmalari bilan jihozlangan auditoriyada har bir akademik guruhga alohida o‘tiladi. Mashg‘ulotlar interfaol usullari yordamida o‘tiladi. Ko‘rgazmali qurollar va multimediali vositalar qo‘llash orqali o‘tiladi.

## II. MUSTAQIL TA'LIM VA MUSTAQIL ISHLAR

### 5-semester uchun

Mustaqil ta'lim uchun tavsiya etiladigan mavzular:

	<b>Mashg'ulotlar shakli: Mustaqil ta'lim (MT)</b>	Soat
<b>MT1</b>	<b>Comparing formal and informal speaking styles in different contexts*</b> <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT2</b>	<b>Creating a personal vocabulary bank for expressing opinions and arguments</b>	4
<b>MT3</b>	Practicing intonation and stress using online pronunciation tools	4
<b>MT4</b>	Preparing and recording a short video giving instructions on a chosen topic* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT5</b>	Listening to TED Talks and summarizing main points orally* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT6</b>	Role-playing everyday social situations and recording conversations*	4

	<a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	
<b>MT7</b>	Designing a set of visual prompts for speaking practice	4
<b>MT8</b>	Preparing a short oral presentation using PowerPoint or Canva* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT9</b>	Watching interviews and identifying effective speaking strategies* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT10</b>	Creating and rehearsing dialogues for common daily situations	4
<b>MT11</b>	Collecting useful phrases for managing conversations (turn-taking, clarification, etc)* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT12</b>	Practicing mini-debates on topics from class using mobile apps (e.g., Flipgrid)* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT13</b>	Writing and delivering a 1-minute speech on a social or cultural issue* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT14</b>	Analyzing body language in public speakers (video-based reflection)* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT15</b>	Preparing and presenting a short story based on a real-life experience	4
	<b>Jami:</b>	<b>60</b>

Mustaqil ta'lim uchun tavsiya etiladigan mavzular:

	<b>Mashg'ulotlar shakli: Mustaqil ta'lim (MT)</b>	Soat
<b>MT1</b>	<b>Researching and preparing a persuasive speech on a current global issue*</b> <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT2</b>	<b>Recording a podcast episode discussing a controversial topic with a partner*</b> <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT3</b>	<b>Practicing summarizing and paraphrasing complex spoken content</b>	4
<b>MT4</b>	<b>Analyzing political speeches: identifying rhetorical devices and persuasion techniques*</b> <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT5</b>	<b>Delivering a structured opinion speech with supporting evidence*</b> <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT6</b>	<b>Creating vocabulary lists for expressing agreement, disagreement, and opinions*</b> <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT7</b>	Preparing a multimedia-supported group presentation (slides + narration*) <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT8</b>	Reviewing and reflecting on one's own recorded speaking performance	4
<b>MT9</b>	Participating in a virtual debate on an assigned topic using online	4

	tools (e.g., Zoo)* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	
<b>MT10</b>	Analyzing a TED Talk for structure, tone, and effectiveness* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT11</b>	<b>Designing speaking activities for younger learners (peer teaching approach)*</b> <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT12</b>	Practicing storytelling techniques for cultural narratives* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT13</b>	Comparing idiomatic expressions in English and Uzbek	4
<b>MT14</b>	Creating and presenting an audio-visual project on a social or environmental issue* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
<b>MT15</b>	Exploring intercultural communication: recording experiences and observations* <a href="http://web-app.usc.edu">http://web-app.usc.edu</a>	4
	<b>Jami:</b>	<b>60</b>

Mustaqil ta'lim mavzulari talabalar tomonidan o'zlashtiriladi. Mavzular yuzasidan talabalar mustaqil ish, taqdimotlar tayyorlash va himoya qilishi tavsiya etiladi.

*Amaliy mashg'ulotlarining barcha mavzularini to'la o'zlashtirgan hamda mustaqil ishni bajargan talabalarga yakuniy nazoratda ishtirok etishga ruxsat etiladi. Talaba semestr oxirida yakuniy nazorat topshiradi.*

#### IV. TA'LIM TEXNOLOGIYALARI VA METODLARI:

- Kahoot o'yinga asoslangan ta'lim platformasi;

- interfaol keys-stadilar;
- mantiqiy fiklash, tezkor savol-javoblar;
- guruhlarda ishlash;
- taqdimotlar qilish;
- individual loyihalar;
- jarayonga asoslangan metod;
- jamoa bo'lib ishlash va himoya qilish uchun loyihalar.

Oraliq nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish, yakuniy nazorat bo'yicha yozma ishni topshirish.

dan o'tkaziladi. Fan bo'yicha yakuniy nazorat test shaklida o'tkaziladi

Talabalar bilimni baholashda nazorat turlari bo'yicha baholar umumiy bahoga foiz hisobida quyidagicha taqsimlanadi:

**Davomat – 10 foiz;**

**Taqdimot/loyiha – 10 foiz;**

**Mustaqil ta'lim – 10 foiz;**

**Oraliq nazorat(lar)ga – 20 foiz;**

**Yakuniy nazorat – 50 foiz.**

Yuqoridagi baholash tizimida fanning xususiyatidan kelib chiqqan holda, kafedra tomonidan ma'ruza, amaliy, seminar hamda laboratoriya mashg'ulotlari uchun belgilanadi.

Davomat, taqdimot, mustaqil ta'limga ajratilgan foizlar (**30 foiz**) **joriy nazorat**, ma'ruza mashg'ulotlaridagi **oraliq nazorati** uchun (**20 foiz**) va **yakuniy nazorat** uchun

**(50 foiz)** olinadi.

Ma'ruza dars mashg'ulotlari mavjud bo'lmagan fanlardan umumiy baholarni foizlarda taqsimlanganda amaliy mashg'ulotlari uchun **50 foiz** va yakuniy nazoratlar uchun 50 foiz miqdorida olinadi.

### **. Asosiy va qo'shimcha o'quv adabiyotlar hamda axborot manbalari**

#### **Asosiy adabiyotlar**

1. Bolcsesz Konzorcium , Applied Linguistics for BA Students in English.2006
2. Ronald Carter, Angela Goddard, Danuta Reah, Keith Sanger and Maggie Bowring. Working with Texts. A core introduction to language analysis.Second Edition. 2002 .USA.

#### **Qo'shimcha adabiyotlar**

1. Anttila, Raimo 1972, An introduction to historical and comparative linguistics, New York: Macmillan.
2. Austin, J. 1962, How to do things with words, Cambridge, MA: Harvard University Press.
3. Bolitho, R. & B. Tomlinson (2005) Discover English. 2 edition. Oxford: Macmillan.

1.<https://www.standyou.com/study-abroad/chonnam-national-university-south-korea/>

2. <http://www.ziyonet.uz/>

3. <http://www.edu.uz/>

4. <http://www.britishcouncil.org>

5. <http://www.sciencedirect.com>

6. <http://www.researchgate.com>

7. <http://www.englishbix.com>

8. <https://ibratfarzandlari.uz/>

**Mazkur fan o'quv dasturi Namangan davlat chet tillar instituti tomonidan**

- 
- Ingliz tili o'qitish metodikasi kafedrasining 2025-yil \_\_\_\_\_ -sonli majlisida muhokama qilingan va tasdiqqa tavsiya etilgan.
- Til va tarjima fakulteti kengashining 2025-yil \_\_\_\_\_ -sonli majlisida ma'qullangan va tasdiqqa tavsiya etilgan.
- NamDCHTI o'quv-uslubiy kengashining 2025-yil \_\_\_\_\_ -sonli majlisida muhokama qilingan va tasdiqlangan.

**Fan/modul uchun mas'ul:**

B.G'ulomova- Namangan davlat chet tillari instituti Ingliz tili o'qitish metodikasi

A

G'.Tajibayev – Namangan davlat chet tillari instituti Ingliz tili o'qitish metodikasi

d

N.Jakbarova – Namangan davlat chet tillari instituti Ingliz tili o'qitish metodikasi

t

Izoh: Ushbu fan o'quv dasturi University of Southern California (QS World University Rankings bo'yicha **125-o'rin**) ta'lim dasturlari va Ibrat farzandlari Youtube darslari asosida takomillashtirildi.

# **GLOSSARI**

## Glossary (Alphabetical Order)

Accuracy – The degree to which spoken language is grammatically correct and error-free.

Backchanneling – Short responses (e.g., “uh-huh,” “I see”) used by listeners to show attention and engagement.

CEFR (Common European Framework of Reference for Languages) – An international standard for describing language ability across six levels (A1–C2).

Collocation – A natural combination of words that frequently occur together (e.g., *make a mistake, take a risk*).

Coherence – The logical organization and connection of ideas in spoken or written discourse.

Discourse Markers – Words or phrases (e.g., *well, actually, on the other hand*) that connect ideas and guide listeners through speech.

Fluency – The ability to speak smoothly, with natural speed and minimal hesitation.

Interaction – The exchange of information and ideas in conversation, including turn-taking and responding.

Intonation – The rise and fall of the voice in speech, used to convey meaning, attitude, or emotion.

Lexical Resource – The range and appropriateness of vocabulary used in speaking.

Politeness Strategies – Linguistic choices made to show respect, maintain relationships, and avoid offense.

Register – The level of formality in language use, depending on the context (formal, informal, neutral, frozen).

Self-assessment – The process of learners evaluating their own performance using checklists, rubrics, or descriptors.

Spontaneity – The unplanned, natural nature of spoken language production.

Stress (Word/Sentence) – The emphasis placed on a particular syllable in a word, or a word in a sentence, to signal importance or change meaning.

Strategic Competence – The ability to use communication strategies (e.g., paraphrasing, asking for clarification) to overcome problems in interaction.

Turn-taking – The management of speaking opportunities in conversation.

**ILOVALAR**

## TESTS:

### Part A. Multiple Choice (10 items)

1. Which of the following is NOT a CEFR criterion for assessing speaking?
  - a) Range
  - b) Accuracy
  - c) Fluency
  - d) Creativity
  
2. “Well, you know, actually...” are examples of:
  - a) Fillers
  - b) Discourse markers
  - c) Collocations
  - d) Stress markers
  
3. Which sentence shows formal register?
  - a) “Hey, can you lend me a hand?”
  - b) “Would you mind assisting me with this task?”
  - c) “Help me out, okay?”
  - d) “Give me that, please.”
  
4. Which CEFR level best fits: “*Can use simple phrases and sentences to describe where they live and people they know*”?
  - a) A1
  - b) A2
  - c) B1
  - d) B2
  
5. The sentence “*She go to university every day*” is incorrect due to:
  - a) Lexical error
  - b) Grammatical error
  - c) Pronunciation error
  - d) Discourse error

6. Strategic competence refers to:
    - a) Grammar knowledge
    - b) Vocabulary range
    - c) Using strategies to overcome communication problems
    - d) Turn-taking in conversation
  
  7. Which of these is a collocation?
    - a) Strong tea
    - b) Powerful tea
    - c) Heavy tea
    - d) Thick tea
  
  8. In storytelling, which marker best signals sequence?
    - a) However
    - b) First of all
    - c) Moreover
    - d) On the other hand
  
  9. Which technology is most useful for pronunciation feedback?
    - a) Quizizz
    - b) Google Docs
    - c) ELSA Speak
    - d) Padlet
  
  10. Which feature belongs to spoken language more than written language?
    - a) Revision
    - b) Spontaneity
    - c) Paragraphs
    - d) Editing
- 

Part B. True/False (5 items)

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e



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## Part E. Applied Tasks (5 items)

26. Listen to (or read) the sentence: “*I didn’t say she stole my money.*” Stress different words each time and explain how the meaning changes.

Role-play a job interview answer to the question: “*Why should we hire you?*”

Record (or prepare) a 1-minute storytelling task about a funny or surprising event.

29. In pairs, discuss: “*Technology improves communication more than it damages it.*” Each partner should give at least one argument with evidence.

30. Using a CEFR self-assessment checklist, rate your speaking on the five criteria (range, accuracy, fluency, interaction, coherence). Write one reflection sentence: “*Next time, I will improve by...*”

### ■ Case Studies

#### Case Study 1: Using CEFR in the Classroom

At Namangan State Institute of Foreign Languages, a group of B2-level students were preparing for international exchange programs. Teachers used CEFR descriptors to design speaking activities: debates for *fluency and coherence*, role-plays for *interaction*, and presentations for *accuracy*. Students also used peer checklists aligned with CEFR, which increased their awareness of strengths and weaknesses.

**Outcome:** Students reported higher confidence and clarity in speaking, and exam results showed a noticeable improvement in fluency and interaction.

#### Case Study 2: Technology for Pronunciation Improvement

A class of first-year undergraduates used the mobile app *ELSA Speak* to practice stress, intonation, and rhythm. The teacher introduced target phrases in class, and students practiced them daily using AI-based feedback. Weekly, they recorded short dialogues via WhatsApp and shared with peers for evaluation.

**Outcome:** Within 6 weeks, students demonstrated more natural rhythm and intonation in class presentations. Both teacher feedback and peer reflections confirmed greater awareness of pronunciation features.

### **Case Study 3: Reflection and Self-assessment**

In a “Speaking for Academic Purposes” course, students kept weekly **reflection journals** after mini-presentations. They wrote about what they did well, where they struggled, and what strategies they would try next. Self-assessment rubrics based on CEFR (fluency, accuracy, lexical range, interaction, coherence) were also used.

**Outcome:** Students became more autonomous, identifying their own errors and actively working to reduce them. Many reported reduced anxiety in speaking tasks.

### **Case Study 4: Politeness and Register in Multicultural Communication**

During an intercultural exchange project, Uzbek students collaborated with peers from Japan and Germany via Zoom. Misunderstandings sometimes occurred when students used informal or direct expressions in formal contexts. Teachers introduced Brown & Levinson’s politeness strategies and practiced polite refusals, formal requests, and register shifts.

**Outcome:** Students became more culturally sensitive and adapted their speaking style to different audiences. Their final group presentations showed improved register control and intercultural awareness.