

1. What is the goal of the CEFR?
2. What do we mean by descriptors in the CEFR?
3. Why do we adapt the CEFR to the national context of Uzbekistan?
4. What terms are used for descriptors?
5. Can we say that we enter the international education space implementing the CEFR?
6. How can competence-based approach in the ELT be realized in the teaching documents?
7. What components of communicative competence do you know?
8. What are differences in terms «usage» and «use» as aspects of language performance?
9. How do you explain the term "goal of teaching and learning?"
10. What are the main goals of teaching English?
11. How can the practical goal of teaching English be carried out during the lesson?
12. What are the tasks of the cultural goal of teaching English?
13. What kind of interconnection is there between these goals?
14. Give the explanation of terms "goal" and "means"
15. How do you differentiate the terms "language material, language minimum and content of teaching"?
16. What types of components content of teaching English do you know?
17. What types of approximation are there in the content of teaching English?
18. What kinds of criteria are there for choosing language material in the content of teaching?
19. What kind of approaches to listening do you know?
20. For specific levels of learners - elementary, intermediate, advanced - which approach to teaching listening do you consider the most suitable? Why?
21. When would an integrated approach to teaching listening be most appropriate?
22. What is an educational technology? Explain the origin of the term "technology".
23. What is the essence of instructional theory and learning theory within the educational technology?
24. What items are included into an educational technology?
25. Think about core of the FL as the subject.
26. Are there any differences between the FL and native language as subjects?
27. What do we mean by the linguo-cultural education?
28. Discuss the role of FL knowing?
29. Explain the terms «multilingual» and «polycultural»?
30. Name the reasons and factors of spreading English as the Global language.
31. Discuss positive and negative sides of the Global language?
32. Tell about the benefits of learning the English language at all stages of education for your carrier?
33. When did begin the history of FLT in the world?
34. Why did Latin language as FL dominate in the world?
35. Can you explain the core of the Grammar translation method?
36. Why the Direct method is effective in FLT?
37. Think about advantages of the Audio-lingual method.
38. Think about the basic objectives of FL teaching and the major methodological approaches in EU.
39. What can you say about FLT in USA and Britain?
40. What are the main periods in the history of FL methodology development?
41. What were the main features of the first and second periods?
42. What do you think about 1941-1945 period of FLT?
43. Why did German take the dominant position?
44. What institutes were specialized for I.L. teachers training?
45. Can you say about methods of FLT in 1950-1970?
46. When was the first National Curriculum elaborated?

47. Is it necessary to take into consideration the native language in FLT? Give your arguments.
48. What innovations are introduced into the FLT in Uzbekistan at present?
49. Describe the specifics of FL teaching in the ancient times.
50. Tell about three periods of educational system reforming.
51. Analyze the main peculiarities of FLT methodology of the VI and VII periods.
52. The role of vocabulary in FLT.
53. What is vocabulary and what should be taught?
54. Different approaches to recognition of lexical (vocabulary) complexity.
55. Selection of vocabulary minimum.
56. Stages and ways of teaching vocabulary.
57. What is the difference between word and vocabulary terms?
58. What aspects of the language are connected with the vocabulary?
59. Why do we enrich vocabulary?
60. How do you explain the term «mental lexicon»?
61. What kinds of abilities are meant by vocabulary subskills?
62. What are the basic principles and criteria for selection the active vocabulary minimum?
63. What is the methodological preparation of new vocabulary?
64. Describe the three-phase framework of teaching vocabulary.
65. Cognitive aspect of acquiring grammar.
66. Selection of the grammar material.
67. The factors and ways of developing grammar subskills.
68. Principles of teaching grammar.
69. What is grammar?
70. What do we mean by the active and passive grammar?
71. Describe the essence of methodological preparation of grammar and its stages.
72. Think over the grammar item, criteria and source of selection.
73. What are the stages of developing grammar skills?
74. Describe principles of teaching grammar.
75. The essence of teaching pronunciation.
76. Distribution and typology of pronunciation material.
77. Ways and principles of developing pronunciation subskills.
78. What can you say about the core of acquiring approximated pronunciation?
79. What are the main principles (criteria) of selecting phonetic/pronunciation minimum?
80. What elements does the content of teaching pronunciation include?
81. What backgrounds are put into the distribution and typology of phonetic material?
82. Describe the methods and ways of teaching pronunciation.
83. Name the principles of teaching pronunciation.
84. What do you think, should we work on the pronunciation at lyceums and colleges?
85. Cognitive process of listening as a type of speech activity.
86. Difficulties in teaching listening comprehension.
87. Ways and stages of developing listening skills.
88. What are difficulties in teaching listening skills?
89. Tell about mechanism of listening process?
90. Does practice listening in the language lab help you to develop English skill?
91. How does it promote your learning?
92. Do watching movies or using videos help to develop listening comprehension? Prove your statements.
93. How does interaction with students and teacher help you to improve listening skills?
94. What kind of exercises are used for forming listening skills?
95. Speaking as a speech activity and a skill.
96. Approaches to learning and teaching speaking.

97. Teaching speaking within a communicative competence framework.
98. Teaching dialogue and monologue.
99. Ways and stages of teaching speaking English.
100. What is the psychological content of speaking?
101. How is the proverb «First think then speak» connected with speaking?
102. Is speaking considered as an aim or a means?
103. How do explain speaking as a three part speech activity?
104. What is paradigmatic and syntagmatic relation?
105. What kind of genres of oral conversation do you know?
106. What approaches to learning and teaching speaking can you tell?
107. What consists of discourse competence?
108. What is the role of teaching dialogue and monologue in speaking?
109. What strategies of teaching speaking do know?
110. Reading as goal and means of ELT.
111. Reading as a process.
112. Selection of texts for reading.
113. Stages and exercises for development of reading skills.
114. Why reading is considered as speech activity. With what other types of speech activity it is interrelated?
115. What are goals and techniques for teaching reading?
116. Is reading a means of teaching?
117. Why is it important to use authentic material for reading?
118. Which strategies are used in order to stimulate students to read more quickly and effectively?
119. What is material is necessary for developing reading skills of the students of schools and college?
120. Writing as the goal and means of EL teaching and learning.
121. Content of teaching writing in the EL at school, lyceum and college.
122. Developing writing competence at school, lyceum and college.
123. Approaches to teaching writing in the EL.
124. Explain why writing presupposes is a three-phase structure.
125. Why is it considered that writing is a means of the EL learning?
126. Think about content of teaching writing at school, lyceum and college. Can you add anything to the given information?
127. What techniques are used for developing writing subskills?
128. What speech exercises are used for developing writing skills?
129. What approaches are there in teaching writing? Discuss their effectiveness for teaching writing.
130. What writing activities do you know? Briefly describe them.
131. Is it necessary to teach pupils handwriting?
132. How much time do you usually spend on writing a presentation? Do we teach writing a presentation lyceum and college students?
133. What typical language errors are there in writing?
134. Decide What you would do *before, during and after* the writing stages. Think of the ways of the remedy of difficulties in writing.
135. What do we mean by assessment?
136. What objects of assessment can you enumerate?
137. What function does assessment fulfill in the ELT process?
138. What are the forms of assessment?
139. What can you say about feedback and correction?
140. Think about purposes of testing spoken skills and how they are undertaken in the ELT process.

141. What features of EL lesson can you say about?
142. What do we mean by the cycle of lessons?
143. What are requirements claimed to the FL lesson organization?
144. Name the forms of interaction. What forms of interaction are more successful in communicative language learning?
145. Does the lesson plan help you to organize effectively teaching process?
146. How much better will be your lesson if you use visual aids?
147. What is the extracurricular work?
148. What is the role of extracurricular work in ELT?
149. How does extracurricular work stimulate students' desire to learn English?
150. Give the examples of interrelations of the extracurricular and EL classwork.
151. Do you agree with that extracurricular work permits the teacher to get to know his students more intimately thereby creating more favorable conditions for classwork? Support your answer with some examples.
152. Tell about three periods of educational system reforming.
153. Analyze the main peculiarities of FLT methodology of the VI and VII periods.
154. The role of vocabulary in FLT.
155. What is vocabulary and what should be taught?
156. Different approaches to recognition of lexical (vocabulary) complexity.
157. Selection of vocabulary minimum.
158. Stages and ways of teaching vocabulary.
159. What is the difference between word and vocabulary terms?
160. What aspects of the language are connected with the vocabulary?
161. Why do we enrich vocabulary?
162. How do you explain the term «mental lexicon»?
163. What kinds of abilities are meant by vocabulary subskills?
164. What are the basic principles and criteria for selection the active vocabulary minimum?
165. What is the methodological preparation of new vocabulary?
166. Describe the three-phase framework of teaching vocabulary.
167. Cognitive aspect of acquiring grammar.
168. Selection of the grammar material.
169. The factors and ways of developing grammar subskills.
170. Principles of teaching grammar.
171. What is grammar?
172. What do we mean by the active and passive grammar?
173. Describe the essence of methodological preparation of grammar and its stages.
174. Think over the grammar item, criteria and source of selection.
175. What are the stages of developing grammar skills?
176. Describe principles of teaching grammar.
177. The essence of teaching pronunciation.
178. Distribution and typology of pronunciation material.
179. Ways and principles of developing pronunciation subskills.
180. What can you say about the core of acquiring approximated pronunciation?
181. What are the main principles (criteria) of selecting phonetic/pronunciation minimum?
182. What elements does the content of teaching pronunciation include?
183. What backgrounds are put into the distribution and typology of phonetic material?
184. Describe the methods and ways of teaching pronunciation.
185. Name the principles of teaching pronunciation.
186. What do you think, should we work on the pronunciation-at lyceums and colleges?

187. Cognitive process of listening as a type of speech activity.
188. Difficulties in teaching listening comprehension.
189. Ways and stages of developing listening skills.
190. What are difficulties in teaching listening skills?
191. Tell about mechanism of listening process?
192. Does practice listening in the language lab help you to develop English skill?
193. How does it promote your learning?
194. Do watching movies or using videos help to develop listening comprehension?
Prove your statements.
195. How does interaction with students and teacher help you to improve listening skills?
196. What kind of exercises are used for forming listening skills?
197. Speaking as a speech activity and a skill.
198. Approaches to learning and teaching speaking.
199. Teaching speaking within a communicative competence framework.
200. Teaching dialogue and monologue.