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**TEACHING ACADEMIC ENGLISH: FORMAL ENGLISH
READING AND WRITING DEVELOPMENT**

**(Ёзма нутқ амалиёти фанидан ўқитувчилар учун
услубий қўлланма)**

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This teacher's guide was developed as part of a project conducted at Lancaster University within the framework of the Global Challenges Research Fund (GCRF) Postdoctoral Fellowships of the Economic and Social Research Council (ESRC). The guidebook was designed in response to requests made by English language teacher trainers in Uzbekistan for help with the teaching of academic English reading and writing skills to university students. The guide was piloted in 2017 as part of a workshop with a group of teacher trainers in Uzbekistan. Through this guidebook, the materials are now freely available for use by other teacher trainers.

Такризчилар:

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To the Trainer

A working knowledge of English is an important facet of a professional education in our increasingly international environment. Providing a program to improve academic English abilities will bring benefits to Uzbek students, teachers, and, via a trickledown effect, the country of Uzbekistan as a whole. This will give students the skills to successfully consult existing research, communicate their own work, study online and abroad and bring back valuable knowledge to benefit the country. It will help teachers unlock research published in international professional journals, update them on innovations in language pedagogy, help improve their teaching, and enable them to share their own practices and research. It will also allow Uzbek citizens to more effectively communicate with the rest of the world.

The project *Empowering Language Teachers and Learners in Uzbekistan: Opening Doors through Formal English Reading and Writing Development* aimed to contribute to the above goals by specifically improving the levels of academic English reading and writing of students, teachers, and, ultimately, professionals in Uzbekistan. The project aimed to achieve this through delivering a series of intensive academic English *teacher training workshops in different universities of Uzbekistan*.

The teacher training materials in this manual were developed through collaboration between several teacher trainers from Uzbekistan. The themes of the workshop sessions were identified via a needs analysis survey conducted with 110 teachers of academic English in Uzbek institutions. The resulting *Academic English Teacher Training Manual* consists of eight self-contained sets of materials, each focusing on a particular aspect of academic reading and writing, and each corresponding with an individual workshop session.

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