

O‘ZBEKISTON RESPUBLIKASI
MAKTABGACHA VA MAKTAB TA’LIMI VAZIRLIGI
HUZURIDAGI IXTISOSLASHTIRILGAN TA’LIM
MUASSASALARI AGENTLIGI

NAMANGAN DAVLAT CHET TILLARI INSTITUTI
INGLIZ TILI O‘QITISH METODIKASI KAFEDRASI

«FOREIGN LANGUAGE TEACHING METHODOLOGY»

fanidan

O‘QUV – USLUBIY

MAJMU A

Bilim sohasi:	100000 – Ta’lim
Ta’lim sohasi:	110000 – Ta’lim
Ta’lim yo‘nalishi:	60111800 – Xorijiy til va adabiyot (ingliz tili)

Namangan-2025/2026

Ushbu o'quv uslubiy majmua O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2017-yil 1-martdagi 107-sonli buyrug'i asosida tayyorlandi. Is'hoqxon Ibrat nomidagi Namangan davlat chet tillari institutining 2025-yil 29-avgustdagi 1-sonli kengashida tasdiqlandi.

Tuzuvchi: A.Kenjayev - Ingliz tili o'qitish metodikasi kafedrası o'qituvchisi

Taqrizchilar: N. Jakbarova Ingliz tili o'qitish metodikasi kafedrası katta o'qituvchisi, (PhD)
M. Yuldasheva - Ingliz tili o'qitish metodikasi kafedrası katta o'qituvchisi

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

2024-yil 29-avgust 1 -sonli majlis bayoni.

Fakultet dekani



S.Misirov

MUNDARIJA

№	MAVZULAR NOMI
1	O'QUV MATERIALLAR asosiy matn; topshiriqlar variantlari;
2	FAN O'QUV DASTURI
3	GLOSSARIY
4	ILOVALAR
	testlar;
	tarqatma materiallar;

LESSON 1. Introduction to Research Methods in Language Teaching

Duration: 80 minutes

Target Audience: Pre-service language teachers Fourth course students

Lesson Objectives

1. Understand the purpose and scope of research methods in language teaching.
2. Identify key types of research (qualitative, quantitative, mixed methods).
3. Become familiar with essential research terminology (validity, reliability, sampling, instruments).
4. Reflect on the role of research in improving classroom practice and professional growth.

Lesson Structure

1. Warm-Up (10 minutes)

Activity: “Research in Our Daily Lives” Brainstorm

Instructions:

- Display a simple chart with two columns: Daily Life Research vs. Academic Research.
- Ask students: Where do you use 'research' in everyday life? (e.g., choosing a phone, planning a trip).
- Compare this to academic research in language teaching.
- Collect answers on the board and highlight similarities/differences.

Materials Needed: Slide with a 2-column chart.

2. Introduction to the Course (15 minutes)

Activity: Interactive Lecture + Polling

Content Overview:

- What is research in language teaching?
- Main areas covered in the course:
 1. Research design (qualitative, quantitative, mixed).
 2. Data collection techniques (observations, tests, interviews, questionnaires).
 3. Research ethics.
 4. Data analysis and interpretation.
 5. Writing and presenting research.
- Student Interaction: Use an online poll tool (Mentimeter/Slido) to ask:
Which type of research do you think is most common in language teaching?

Materials Needed: PowerPoint slides with diagrams of research types.

3. Core Activity 1: Exploring Research Types (20 minutes)

Activity: Jigsaw Reading + Chart Completion

Step 1: Divide students into 3 groups: Qualitative, Quantitative, Mixed Methods.

Step 2: Each group gets a short handout describing their research type with examples.

Step 3: Students summarize their type into a chart.

Research Type	Main Features	Example in Language Teaching
---------------	---------------	------------------------------

Qualitative	Non-numerical, descriptive	Case study of a student's speaking anxiety
Quantitative	Numerical data, statistics	Survey on vocabulary test results
Mixed Methods	Combines both qualitative and quantitative	Interviews + test scores

Step 4: Groups present their findings to the class.

Materials Needed: Handouts, blank chart template.

4. Core Activity 2: Mini Debate – Why Do Teachers Need Research? (15 minutes)

Activity: Small Group Discussion

Instructions:

- Pose the question: Is research only for academics, or is it necessary for teachers too?
- Students work in pairs, then share ideas in small groups.
- Collect key arguments on the board under two columns: For Teachers vs. For Academics.

Guiding Questions:

- How can research improve classroom teaching?
- What problems in language teaching can research solve?

Materials Needed: Whiteboard or digital board for argument map.

5. Expectations and Goal-Setting (10 minutes)

Activity: Research Goals Wall

Instructions:

- Each student writes on a sticky note (or Padlet wall): one research topic in language teaching they are curious about and one personal goal for developing research skills.
- Notes are collected and displayed as a 'Research Goals Wall'.
- Instructor connects common themes with course objectives.

Materials Needed: Sticky notes or Padlet.

6. Wrap-Up and Reflection (10 minutes)

Activity: Exit Ticket – 3-2-1 Strategy

Instructions:

- Students write:
 1. 3 things they learned today.
 2. 2 questions they still have.
 3. 1 way they think research can help them as future teachers.
- Instructor collects and reviews patterns in responses.

Visuals and Charts to Include

- Chart: Daily Life vs. Academic Research (Warm-Up).
- Diagram: Research Approaches (Qualitative, Quantitative, Mixed).
- Table: Comparison of Research Types (Core Activity 1).
- Argument Map: Teachers vs. Academics (Core Activity 2).

Suggested Sources / Readings

- Brown, J. D. (2014). *Research Methods for Applied Linguistics*.
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford University Press.
- Mackey, A., & Gass, S. (2016). *Second Language Research: Methodology and Design*. Routledge.
- Richards, K., Ross, S., & Seedhouse, P. (2012). *Research Methods for Applied Language Studies*. Routledge.

LESSON 2. Action Research in ELT Classrooms

Duration: 80 minutes

Target Audience: Pre-service language teachers, in-service teachers upgrading research literacy

Lesson Objectives

5. Understand the concept and purpose of action research (AR) in English Language Teaching (ELT).
6. Explore the stages of the action research cycle (planning, acting, observing, reflecting).
7. Identify classroom issues that can be investigated through action research.
8. Design a mini action research project relevant to their teaching context.

Lesson Structure

1. Warm-Up (10 minutes)

Activity: “Classroom Problems Brainstorm”

Instructions:

- On the board, write: 'What classroom challenges have you observed or experienced?'
- Students brainstorm problems (e.g., low motivation, pronunciation errors, classroom management).
- Teacher links problems to how research can provide solutions.

Materials Needed: Whiteboard or Padlet wall.

2. Introduction to Action Research (15 minutes)

Activity: Mini-Lecture with Diagram

Content Overview:

- Definition: Action research is systematic inquiry by teachers into their own practice to improve teaching and learning.
- The Action Research Cycle: Planning → Acting → Observing → Reflecting.
- Key features:
 - Conducted by teachers, for teachers.
 - Practical, context-specific, cyclical.
 - Aims at improvement, not generalization.

Student Interaction: Ask: Why might action research be more useful for teachers than large-scale studies?

Materials Needed: Slide with AR cycle diagram.

3. Core Activity 1: Case Study Analysis (20 minutes)

Activity: Group Reading & Discussion

Step 1: Provide short case studies, e.g.:

- A teacher investigates why students avoid speaking in group tasks.
- Another tests if using mobile apps increases vocabulary learning.

Step 2: Groups answer:

- What is the teacher's research question?
- Which part of the action research cycle does the case illustrate?

Step 3: Groups share findings.

Materials Needed: Handouts with 2–3 case studies.

4. Core Activity 2: Designing a Mini Project (20 minutes)

Activity: Action Research Project Planning

Step 1: Students individually identify one classroom problem they want to investigate.

Step 2: In pairs, they outline:

- Research question.
- Action to take (new strategy/technique).
- How to observe/collect data (questionnaires, notes, recordings).
- How to reflect on findings.

Step 3: Volunteers share project ideas.

Materials Needed: Template worksheet with 4 boxes (Research Question – Action – Observation – Reflection).

5. Expectations and Goal-Setting (10 minutes)

Activity: Personal Research Journal Entry

Instructions:

- Each student writes one classroom problem they want to investigate this semester.
- They also note one strategy they will try to address it.
- Teacher may collect entries for formative feedback.

6. Wrap-Up and Reflection (5 minutes)

Activity: Quick Quiz & Reflection

Instructions:

- Teacher asks 3 rapid-fire questions:

1. What are the 4 stages of the action research cycle?
 2. Who usually conducts action research?
 3. Why is reflection important in AR?
- Students end with a one-sentence takeaway: 'Action research helps me ...'

Visuals and Charts to Include

- Diagram: Action Research Cycle (Plan → Act → Observe → Reflect).
- Table: Sample Classroom Issues & Research Questions.
- Worksheet Template for Mini Project Design.

Suggested Sources / Readings

- Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. Routledge.
- Wallace, M. J. (1998). *Action Research for Language Teachers*. Cambridge University Press.
- Richards, J. C., & Farrell, T. (2005). *Professional Development for Language Teachers: Strategies for Teacher Learning*. Cambridge University Press.
- Kemmis, S., & McTaggart, R. (2000). Participatory Action Research. In Denzin & Lincoln (Eds.), *Handbook of Qualitative Research*.

LESSON 3. Task-Based Language Teaching (Advanced Practices)

Duration: 80 minutes

Target Audience: Pre-service and in-service English language teachers

Lesson Objectives

9. Deepen their understanding of Task-Based Language Teaching (TBLT) beyond basic principles.
10. Explore advanced practices such as task sequencing, complexity adjustment, and task-supported assessment.
11. Analyze examples of task design for specific contexts (academic English, young learners, online teaching).
12. Design and present a mini advanced task sequence for a target learner group.

Lesson Structure

1. Warm-Up (10 minutes)

Activity: “Spot the Task”

Instructions:

- Display two sample activities:
 1. Gap-fill grammar drill.
 2. Role-play: Planning a trip with a partner and negotiating decisions.
- Ask: Which one is a 'task' in TBLT terms? Why?
- Highlight task features: meaning-focused, real-world relevance, learner output.

Materials Needed: Slide/handout with two sample activities.

2. Introduction to Advanced TBLT (15 minutes)

Interactive Lecture + Concept Map

Content Overview:

- Beyond basics:

1. Task sequencing (simple → complex).
2. Task complexity factors (cognitive demand, language load, interactional demands).
3. Task-supported assessment (performance-based rubrics).
4. Integration with technology (digital simulations, collaborative online tasks).

- Use a concept map visual to show interconnections.

Student Interaction: Ask: Which factor do you think most influences task difficulty—language, cognition, or interaction? Why?

Materials Needed: Concept map slide.

3. Core Activity 1: Task Evaluation (20 minutes)

Activity: Critical Task Analysis

Step 1: Provide 3 advanced tasks, e.g.:

- Debate on whether AI is useful in education.
- Writing a group blog entry on local cultural events.
- Designing a travel itinerary with budget constraints.

Step 2: In groups, students evaluate:

- Is the task meaning-focused?
- What level of learners is it suitable for?
- Which skills are integrated?

- What assessment would fit?

Step 3: Groups present their analysis.

Materials Needed: Task samples handout.

4. Core Activity 2: Designing a Task Sequence (20 minutes)

Activity: Task Design Workshop

Step 1: Assign learner contexts (e.g., high school B1 learners, academic C1 learners, online A2 adult learners).

Step 2: Groups design a 3-task sequence (from simple → complex).

Step 3: Groups present their sequence using the framework: Pre-task → Task → Post-task.

Materials Needed: Worksheet with task-sequencing framework.

5. Expectations and Goal-Setting (10 minutes)

Activity: Personal Reflection on TBLT Integration

Instructions:

- Students individually write one challenge they expect in using TBLT in their classrooms.
- They also note one strategy they will apply to overcome it.
- Teacher summarizes common themes.

6. Wrap-Up and Reflection (5 minutes)

Activity: One-Minute Paper

Instructions:

- Students answer: 'The most important insight I gained about advanced

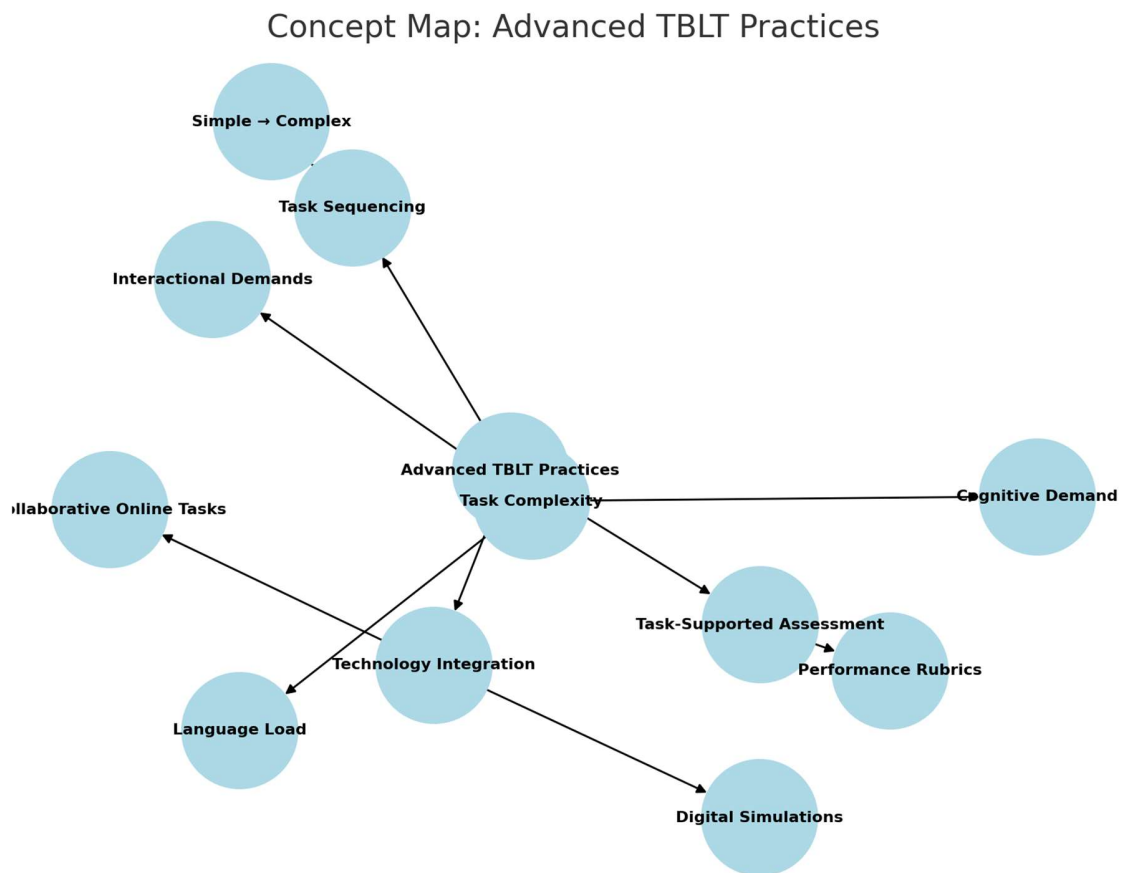
TBLT is ...!

- Teacher collects and briefly comments.

Visuals and Charts to Include

- Slide comparing 'task vs. exercise'.

- Concept map: Advanced TBLT practices.



- Chart: Task complexity factors.

- Framework: Task sequence (Pre-task → Task → Post-task).

Suggested Sources / Readings

- Ellis, R. (2009). Task-Based Language Teaching: Principles and Practice. Oxford University Press.

- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
- Willis, J., & Willis, D. (2007). *Doing Task-Based Teaching*. Oxford University Press.
- Samuda, V., & Bygate, M. (2008). *Tasks in Second Language Learning*. Palgrave Macmillan.

LESSON 4. Content and Language Integrated Learning (CLIL)

Duration: 80 minutes

Target Audience: Pre-service and in-service English language teachers

Lesson Objectives

13. Understand the principles and rationale of CLIL in language education.
14. Explore the 4Cs Framework (Content, Communication, Cognition, Culture).
15. Analyze examples of CLIL lessons in different subject areas.
16. Design a short CLIL activity integrating subject content and language objectives.

Lesson Structure

1. Warm-Up (10 minutes)

Activity: “Which Subject?” Quiz

Instructions:

- Show images (e.g., science experiment, history timeline, math formula).
- Ask: How could these be taught in English?
- Link answers to CLIL’s integration of subject content + language.

Materials Needed: Slide with subject visuals.

2. Introduction to CLIL (15 minutes)

Activity: Interactive Lecture

Content Overview:

- Definition of CLIL: Teaching subject content through a foreign language to develop both content knowledge and language skills.

- The 4Cs Framework:

1. Content – Subject matter knowledge.
2. Communication – Language learning and use.
3. Cognition – Thinking skills and processing.
4. Culture – Intercultural understanding and global citizenship.

Student Interaction: Ask: Which C do you think is most challenging for teachers?

Materials Needed: Diagram of the 4Cs.

3. Core Activity 1: CLIL Lesson Analysis (20 minutes)

Activity: Group Work – Identifying the 4Cs

Step 1: Provide sample lesson extracts (e.g., teaching ecosystems in English, a math problem-solving task).

Step 2: Groups identify where each of the 4Cs is present.

Step 3: Compare across groups and discuss balance between content and language.

Materials Needed: Handouts with CLIL lesson examples.

4. Core Activity 2: Designing a CLIL Activity (20 minutes)

Activity: CLIL Mini-Design Task

Step 1: Assign subject areas (science, geography, history, art).

Step 2: Groups design a 15-minute CLIL activity including:

- Subject content objective.
- Language objective (vocabulary, structures, skills).
- Cognitive challenge.

Step 3: Groups present briefly.

Materials Needed: CLIL lesson plan template.

5. Expectations and Goal-Setting (10 minutes)

Activity: Teacher Reflection Journal

Instructions:

- Students reflect:
 - How could I apply CLIL in my future teaching context?
 - What challenges do I foresee?
- Teacher summarizes typical challenges (e.g., balancing content and language, material design).

6. Wrap-Up and Reflection (5 minutes)

Activity: “One Word Takeaway”

Instructions:

- Students share one word that summarizes their impression of CLIL (e.g., integration, challenge, creativity).

Visuals and Charts to Include

- Diagram of CLIL 4Cs Framework.
- Table comparing Traditional Language Teaching vs. CLIL.
- Sample CLIL lesson template.

Sample CLIL Lesson Template

Subject Area:

e.g., Science, History, Geography, Art

Topic:

Specific lesson theme (e.g., Water Cycle, Ancient Civilizations)

Content Objectives:

What subject knowledge will students gain?

Language Objectives:

What vocabulary/structures/skills will students practice?

Cognitive Objectives:

What thinking skills will students develop? (e.g., analyzing, comparing, creating)

Cultural Objectives:

How does this lesson build intercultural awareness?

Lesson Stages:

- 1. Warm-Up (activating prior knowledge)
- 2. Presentation of content (through English)
- 3. Task/Activity (integrating language + content)
- 4. Reflection and language focus
- 5. Assessment (content + language outcomes)

CLIL 4Cs Framework

Content

Culture

Communication

Cognition

Suggested Sources / Readings

- Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge University Press.
- Mehisto, P., Marsh, D., & Frigols, M. J. (2008). Uncovering CLIL. Macmillan Education.
- Bentley, K. (2010). The TKT Course: CLIL Module. Cambridge University Press.
- Dalton-Puffer, C. (2007). Discourse in Content and Language Integrated Learning (CLIL) Classrooms. John Benjamins.

LESSON 5. Teaching Intercultural Communication Competence (ICC)

Duration: 80 minutes

Target Audience: Pre-service and in-service English language teachers

Lesson Objectives

17. Understand the concept and dimensions of intercultural communication competence.
18. Explore key theoretical models (Byram's ICC model, Deardorff's Process Model).
19. Recognize the role of language teaching in developing ICC.
20. Practice designing activities that promote intercultural awareness and skills.

Lesson Structure

1. Warm-Up (10 minutes)

Activity: "Cultural Misunderstandings" Discussion

Instructions:

- Show short scenarios where cultural norms clash.
- Ask students: What went wrong? How could ICC help?
- Materials: Short scenarios on slides.

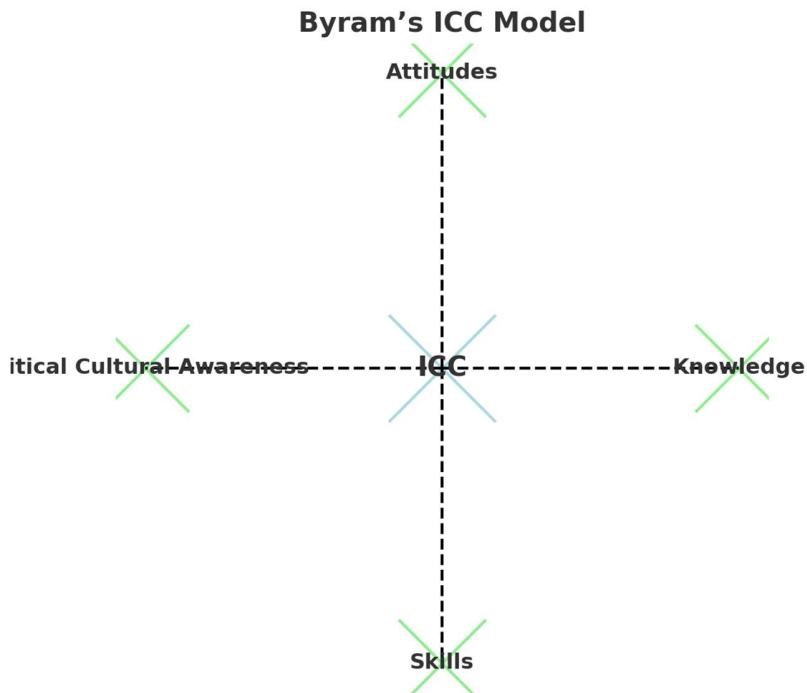
2. Introduction to ICC (15 minutes)

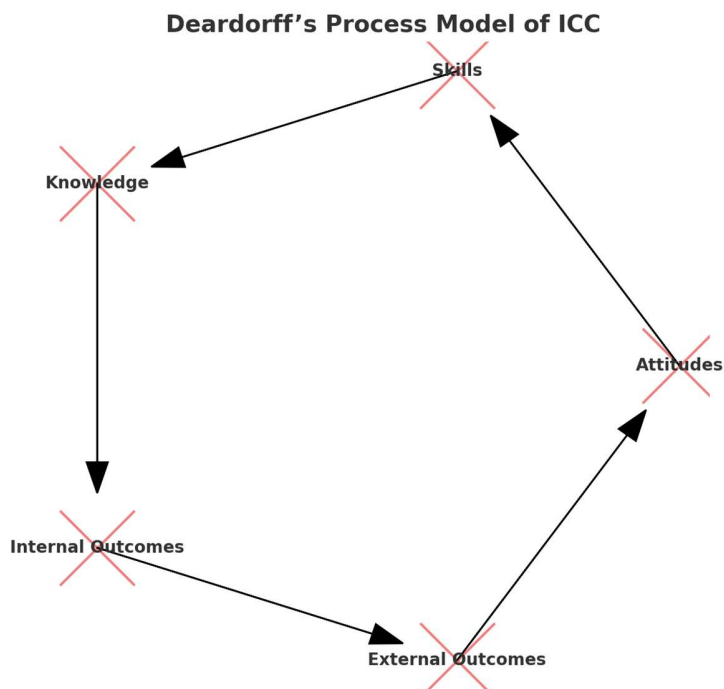
Mini-Lecture + Diagram

Definition: ICC = the ability to communicate effectively and appropriately across cultures.

Models:

- Byram's (1997) ICC Model
- Deardorff's (2006) Process Model





3. Core Activity 1: Analyzing ICC Components (20 minutes)

Activity: Jigsaw Task

Step 1: Divide class into 4 groups; each group takes one component of Byram's ICC.

Step 2: Groups prepare examples of classroom activities.

Step 3: Groups share back.

Visual: Comparison Table – Traditional vs ICC-Oriented Teaching

Aspect	Traditional Teaching	Language Teaching	ICC-Oriented Language Teaching
--------	----------------------	-------------------	--------------------------------

Focus	Grammar, vocabulary, discrete skills	Integration of language and culture
Role of Culture	Culture as background knowledge	Culture as practice & perspective
Assessment	Accuracy-based	Language + intercultural awareness
Learning Outcomes	Linguistic competence	Intercultural communicative competence

4. Core Activity 2: Designing an ICC Activity (20 minutes)

Activity: Lesson Planning Workshop

Groups design a 15-minute activity with:

- Language objective
- Intercultural objective

They present and discuss outcomes.

Visual: Classroom ICC Activity Template

Activity Title: e.g., Cultural Role-Play, Comparing Festivals

Language Objectives: Which language skills will be practiced?

Intercultural Objectives: Which ICC skills will be targeted?

Procedure:

- 1. Warm-Up (activate cultural knowledge)
- 2. Task/Activity (role-play, reading, discussion)
- 3. Reflection (guided questions on culture)
- 4. Feedback (language + intercultural aspects)

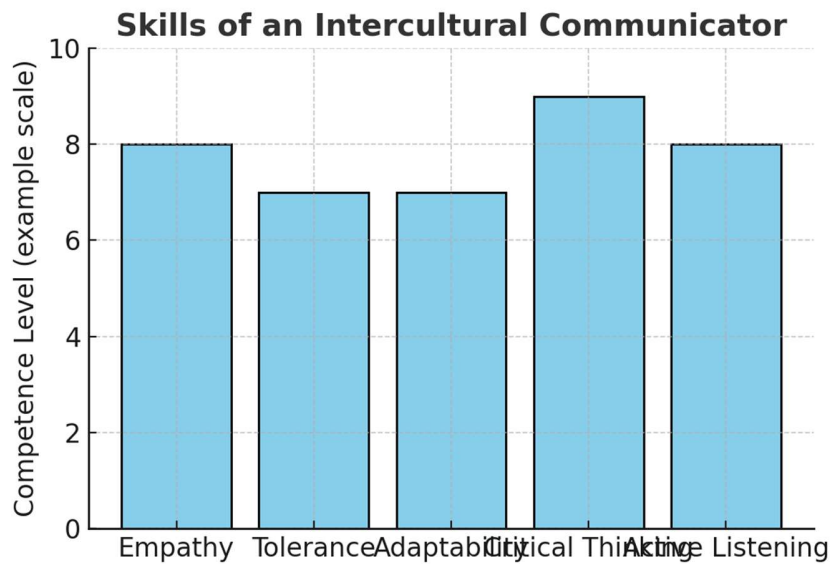
Assessment: Criteria for both language and ICC outcomes.

5. Reflection & Goal Setting (10 minutes)

Activity: Personal Reflection Journal

6. Wrap-Up (5 minutes)

Activity: “One Word Takeaway”



Suggested Sources / Readings

- Byram, M. (1997). Teaching and Assessing Intercultural Communicative Competence. Multilingual Matters.
- Deardorff, D. K. (2006). Identification and Assessment of Intercultural Competence.
- Liddicoat, A. J., & Scarino, A. (2013). Intercultural Language Teaching and Learning. Wiley-Blackwell.
- Spitzberg, B. H., & Changnon, G. (2009). Conceptualizing Intercultural Competence. Sage.

LESSON 6. Teaching English for Academic Purposes (EAP)

Duration: 80 minutes

Target Audience: Pre-service and in-service English language teachers, particularly those preparing students for higher education contexts.

Lesson Objectives

21. Define English for Academic Purposes (EAP) and distinguish it from General English (GE).
22. Identify key features of academic language (register, discourse, genre, critical thinking).
23. Explore main components of EAP teaching: reading, writing, listening, speaking in academic contexts.
24. Design a short EAP activity suitable for university-level learners.

Lesson Structure

1. Warm-Up (10 minutes)

Activity: “What is Academic English?” Brainstorm

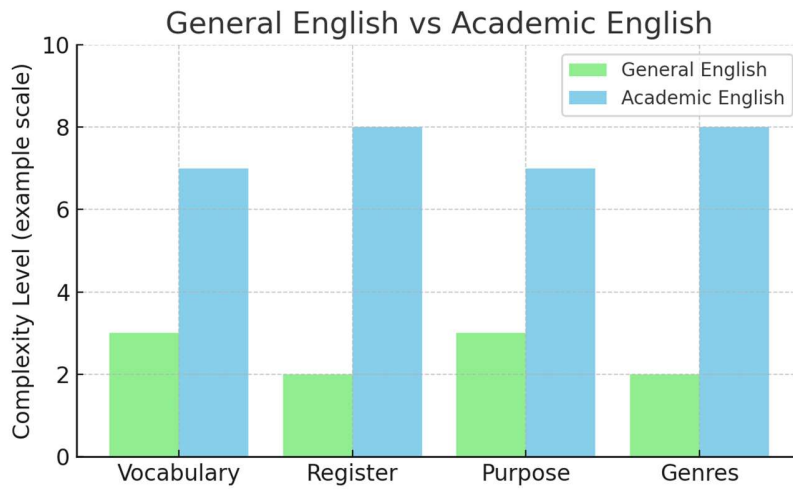
Instructions: Compare informal vs academic expressions. Collect student responses.

2. Introduction to EAP (15 minutes)

Mini-Lecture + Visuals

Definition: EAP = teaching English tailored to academic study needs.

Key Features: Academic vocabulary, discourse, genres, critical thinking.



Components of EAP

~~Academic Reading~~

~~Speaking in Seminars~~

~~Study Skills~~

~~Academic Writing~~

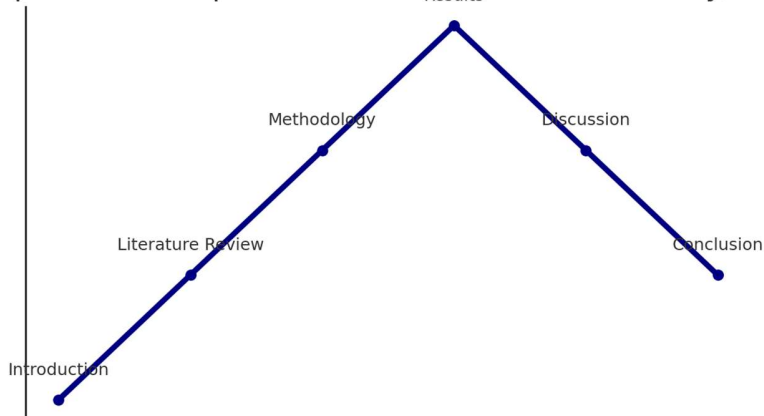
~~Listening to Lectures~~

3. Core Activity 1: Analyzing Academic Texts (20 minutes)

Activity: Genre Awareness Task

Instructions: Compare blog vs academic article. Groups analyze vocabulary, tone, referencing.

Sample Genre Map: Structure of an Academic Essay/Article



4. Core Activity 2: Designing an EAP Activity (20 minutes)

Activity: Lesson Planning Workshop

Instructions: Groups design a 10-minute EAP activity with skill focus (reading, speaking, writing).

5. Expectations and Reflection (10 minutes)

Activity: EAP Challenges Wall

6. Wrap-Up (5 minutes)

Activity: “3-2-1 Exit Ticket”

Suggested Sources / Readings

- Jordan, R. R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge University Press.
- Hyland, K. (2006). *English for Academic Purposes: An Advanced Resource Book*. Routledge.

- Flowerdew, J., & Peacock, M. (2001). *Research Perspectives on English for Academic Purposes*. Cambridge University Press.
- Hamp-Lyons, L., & Hyland, K. (2002). *EAP: Issues and Directions*. *Journal of English for Academic Purposes*.

LESSON 7. Critical Pedagogy in Language Teaching

Duration: 80 minutes

Target Audience: Pre-service and in-service English language teachers

Lesson Objectives

25. Understand the principles of critical pedagogy and its origins (Freire, Giroux).
26. Recognize how power, culture, and ideology shape language teaching.
27. Explore classroom practices that foster critical thinking, learner voice, and social justice.
28. Design a mini-task that integrates critical pedagogy into language teaching.

Lesson Structure

1. Warm-Up (10 minutes)

Activity: “Whose English?” Debate Prompt

Instruction: Write on the board: 'English is neutral — it belongs to no one.'
Ask students to agree/disagree and justify.

2. Introduction to Critical Pedagogy (15 minutes)

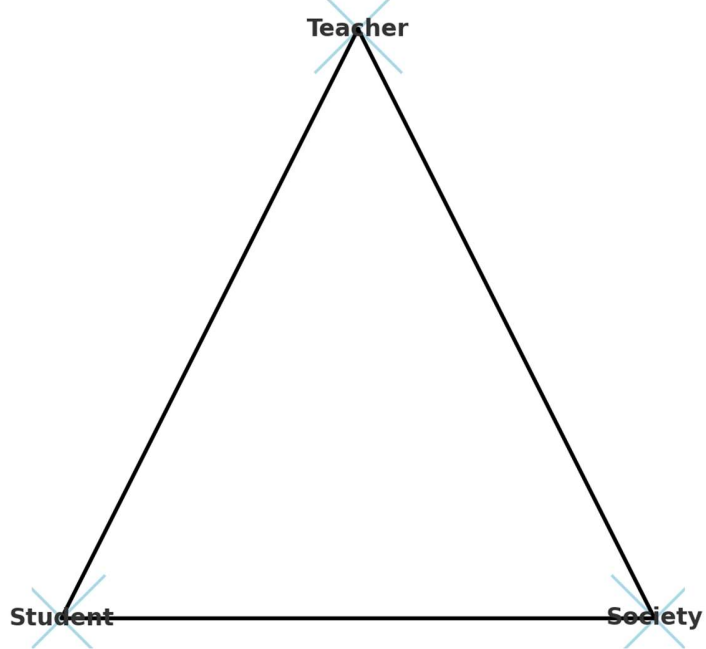
Mini-Lecture + Visuals

Definition: Teaching that empowers learners to question, analyze, and challenge social inequalities.

Key Thinkers: Paulo Freire, Henry Giroux

Core Principles: Education is political, students as agents, dialogue and reflection, empowerment and equity.

Critical Pedagogy Triangle



3. Core Activity 1: Text Analysis (20 minutes)

Activity: Critical Reading Task

Instructions: Groups analyze news/ad text with questions of voice, assumptions, and bias.

Critical Questions for Text/Media Analysis

- Whose voices are heard?
- Whose voices are missing?
- What assumptions are made?
- Who benefits? Who is marginalized?
- How could this be challenged?

4. Core Activity 2: Designing a Critical Task (20 minutes)

Activity: Classroom Task Design

Instructions: Groups create language tasks with critical focus (debates, letters, projects).

Critical Task Design Framework

1. Topic: Socially relevant issue (e.g., gender, environment)
2. Language Focus: Vocabulary, grammar, discourse
3. Critical Focus: Power, voice, inequality
4. Task Type: Debate, letter, role-play, project
5. Reflection: What did we learn? How can it lead to change?

5. Reflection & Goal Setting (10 minutes)

Activity: Critical Pedagogy Journal

6. Wrap-Up (5 minutes)

Activity: 'One Sentence of Action'

Visual: Comparison Table – Traditional vs Critical Pedagogy

Aspect	Traditional Pedagogy	Critical Pedagogy
View of Education	Transmission of knowledge	Transformative, political
Role of Teacher	Authority, knowledge-holder	Facilitator, co-learner
Role of Student	Passive receiver	Active agent, critical thinker
Content	Neutral, factual	Socially situated, contested
Goal	Mastery of subject/language	Empowerment, social justice

Suggested Sources / Readings

- Freire, P. (1970). *Pedagogy of the Oppressed*. Continuum.
- Giroux, H. (2011). *On Critical Pedagogy*. Bloomsbury.
- Norton, B., & Toohey, K. (2004). *Critical Pedagogies and Language Learning*. Cambridge University Press.
- Canagarajah, A. S. (1999). *Resisting Linguistic Imperialism in English Teaching*. Oxford University Press.

LESSON 8. Inclusive Education and Differentiated Instruction

Duration: 80 minutes

Target Audience: Pre-service and in-service English language teachers

Lesson Objectives

Understand the principles of inclusive education and why they matter in language teaching.

Explore strategies of differentiated instruction to meet diverse learner needs.

Recognize barriers to inclusion and ways to overcome them.

Design a short differentiated activity for a mixed-ability class.

Lesson Structure

1. Warm-Up (10 minutes)

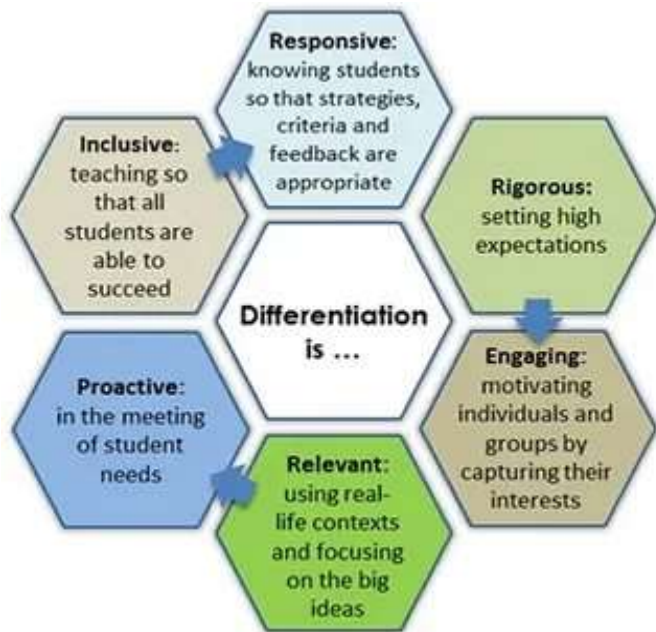
Activity: “Different Learners, Different Needs”

Instructions: Display diverse learner profiles. Ask: What challenges might each learner face? How can teachers support them?

2. Introduction to Inclusive Education (15 minutes)

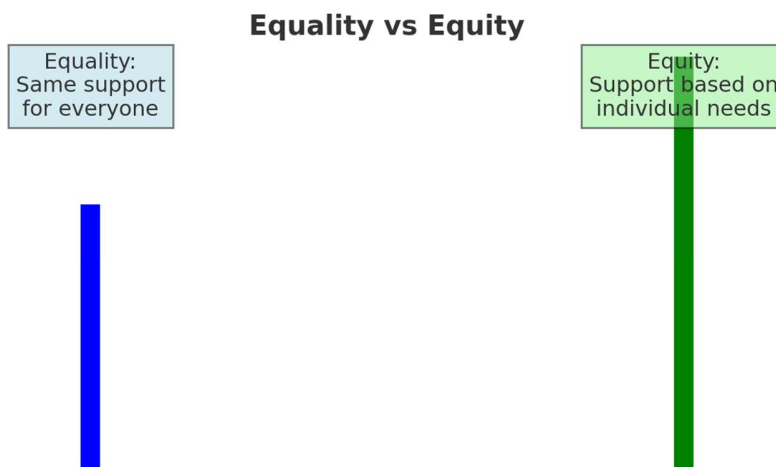
Mini-Lecture + Visual

Definition: Inclusive education ensures equal opportunities for all learners.



schoolsequella.det.nsw.edu.a

Core Principles: Equity vs equality, access, participation, achievement for all.

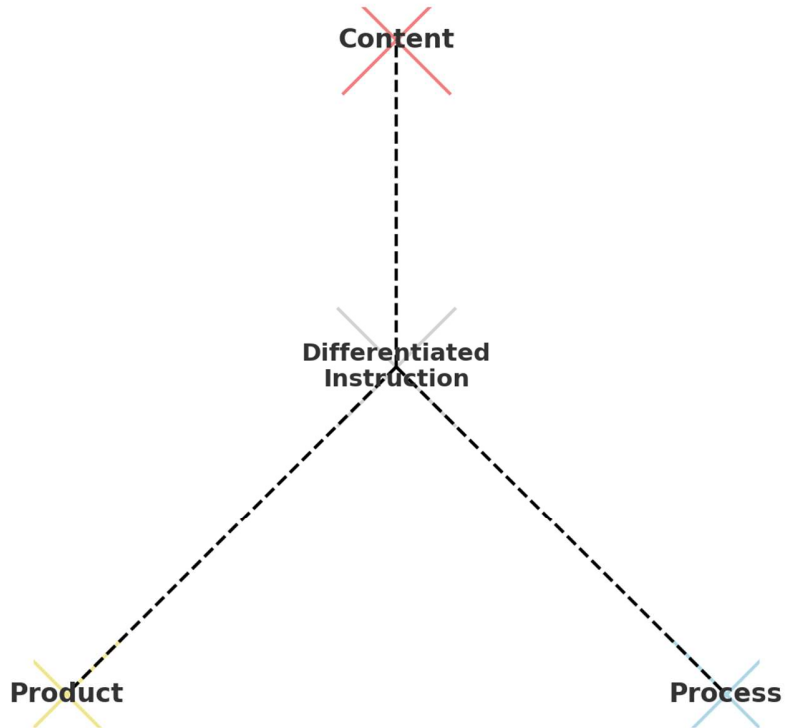


3. Core Activity 1: Differentiated Instruction Strategies (20 minutes)

Activity: Jigsaw Task

Groups brainstorm examples for differentiation by Content, Process, Product.

Dimensions of Differentiated Instruction



4. Core Activity 2: Designing a Differentiated Lesson (20 minutes)

Activity: Lesson Planning Workshop

Instructions: Groups design a short lesson segment with differentiation.

Differentiated Lesson Planning Template

1. Learning Objectives: Core + flexible goals
2. Content: Same theme, different levels of text/task
3. Process: Grouping, scaffolding, pacing
4. Product: Choice in demonstrating learning
5. Assessment: Varied, ongoing, feedback-focused

5. Reflection & Goal Setting (10 minutes)

Activity: Inclusion Journal

6. Wrap-Up (5 minutes)

Activity: "One Word Commitment"

Visual: Comparison Table – Traditional vs Inclusive Teaching

Aspect	Traditional Teaching	Inclusive Teaching
View of Learners	Homogeneous, expected to progress equally	Heterogeneous, diverse needs recognized
Role of Teacher	Knowledge transmitter	Facilitator, guide
Materials	Same for all	Adapted, flexible

Assessment	Standardized, one-size-fits-all	Varied, personalized	formative,
Goal	Completion of curriculum	of Success and participation of all learners	

Suggested Sources / Readings

- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners*. ASCD.
- Florian, L. (2015). *Inclusive Pedagogy Across the Curriculum*. Routledge.
- UNESCO (2017). *A Guide for Ensuring Inclusion and Equity in Education*.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.

LESSON 9. Advanced Assessment and Testing (CEFR, Performance Tasks)

Duration: 80 minutes

Target Audience: Pre-service and in-service English language teachers

Lesson Objectives

Understand the role of the CEFR (Common European Framework of Reference for Languages) in assessment.

Explore descriptors for different CEFR proficiency levels.

Learn how to design performance-based tasks aligned with CEFR.

Evaluate sample tasks and create their own performance assessment activity.

Lesson Structure

1. Warm-Up (10 minutes)

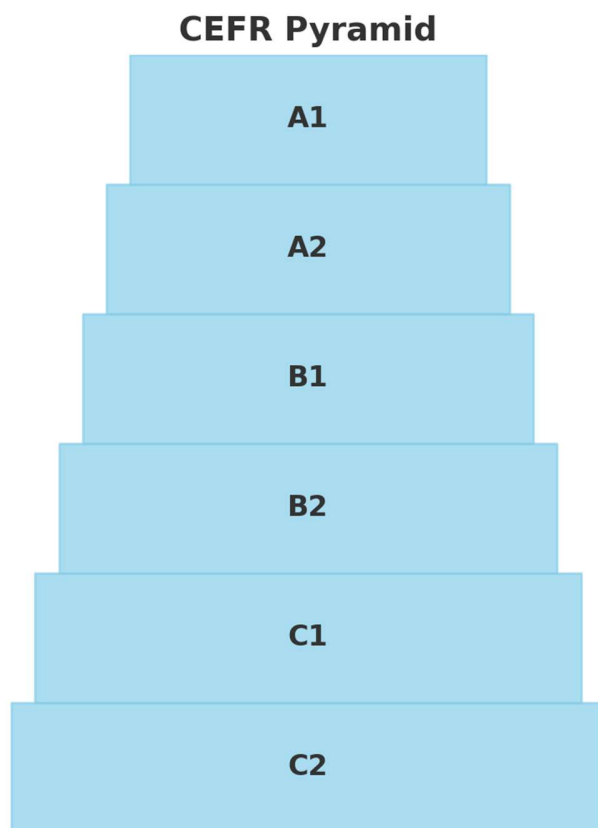
Activity: “What Can You Do in English?”

Instruction: Ask students to describe what a learner can do at A1 vs C1. Link to CEFR descriptors.

2. Introduction to CEFR (15 minutes)

Mini-Lecture + Visuals

Overview: Six levels (A1–C2), global scale + skill descriptors, used for curriculum design, assessment, certification.

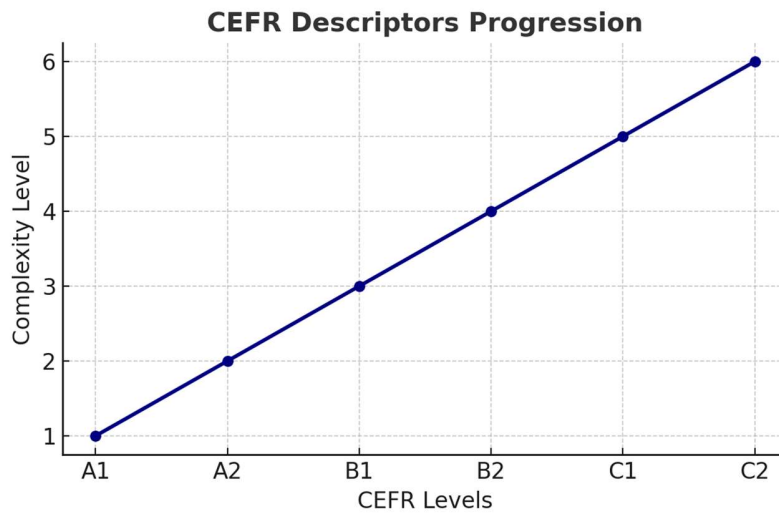


3. Core Activity 1: Analyzing CEFR Descriptors (20 minutes)

Activity: Group Matching Task

Instructions: Groups match sample 'Can-Do' statements to CEFR levels.

Discuss results.



4. Core Activity 2: Designing Performance Tasks (20 minutes)

Activity: Task Development Workshop

Instructions: Groups select CEFR level and design a performance task.

Performance Task Design Framework

1. Select CEFR level (A1-C2)
2. Define 'Can-Do' descriptor
3. Choose authentic task (role-play, writing, debate)
4. Decide criteria (fluency, accuracy, appropriacy)
5. Plan feedback and reflection

Visual: CEFR Level vs Sample Performance Tasks

CEFR Level	Sample Task
A2	Order food in a restaurant role-play
B1	Write a letter of complaint
B2	Deliver a persuasive presentation
C1	Participate in a debate on global issues

5. Reflection & Goal Setting (10 minutes)

Activity: Assessment Journal

6. Wrap-Up (5 minutes)

Activity: Quick Quiz (How many CEFR levels? Example of B2 task? Value of performance tasks?)

Suggested Sources / Readings

- Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume.
- North, B. (2014). The CEFR in Practice. Cambridge University Press.
- Fulcher, G., & Davidson, F. (2007). Language Testing and Assessment: An Advanced Resource Book. Routledge.
- Weir, C. J. (2005). Language Testing and Validation. Palgrave Macmillan.

LESSON 10. Teacher Research and Reflective Journals

Duration: 80 minutes

Target Audience: Pre-service and in-service English language teachers

Lesson Objectives

Understand the role of teacher research in professional development.

Explore reflective journals as a tool for teacher learning and classroom improvement.

Identify methods of collecting and analyzing classroom data.

Design a reflective journal template and practice reflective writing.

Lesson Structure

1. Warm-Up (10 minutes)



tr.pinterest.com

Activity: “Looking Back” Reflection

Instruction: Think about a recent lesson. What went well? What would you change? Share in pairs.

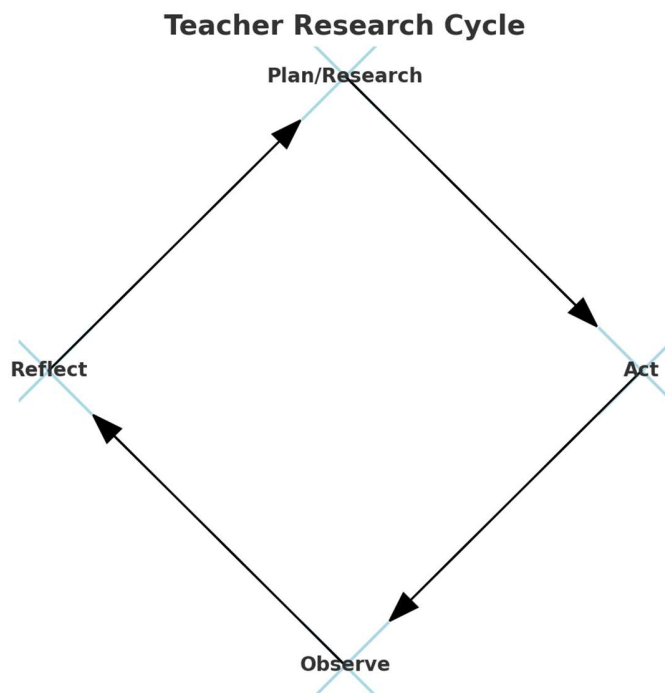
2. Introduction to Teacher Research (15 minutes)

Mini-Lecture + Visual

Definition: Systematic inquiry by teachers into their own practice.

Types: Action research, exploratory practice, collaborative inquiry.

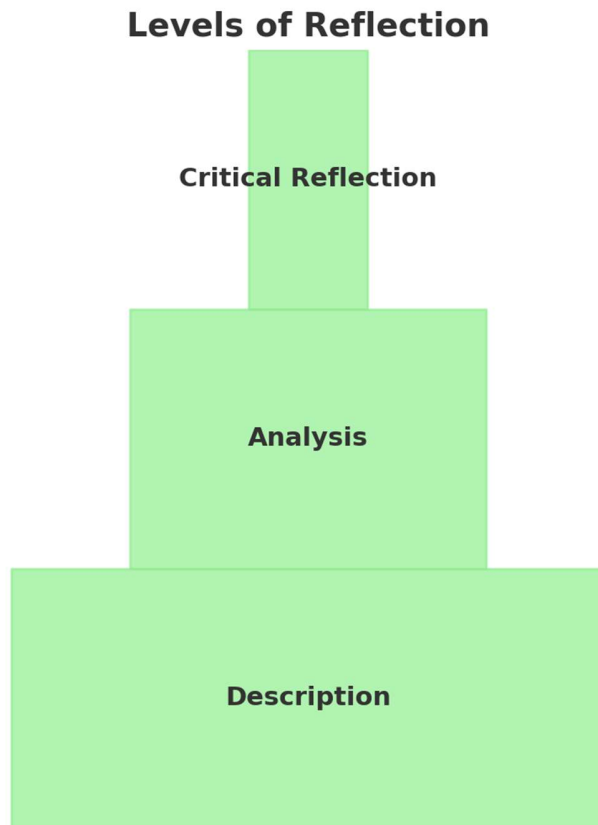
Benefits: Improves teaching, empowers teachers, generates local knowledge.



3. Core Activity 1: Reflective Journals (20 minutes)

Activity: Journal Analysis

Instruction: Compare descriptive vs analytical journal entries. Which leads to deeper insight?



4. Core Activity 2: Designing a Journal Template (20 minutes)

Activity: Journal Design Workshop

Instruction: Students design reflective journal prompts in pairs.

Reflective Journal Template

1. What happened in today's lesson?
2. What worked well?
3. What challenges arose?
4. How did students respond?
5. What will I do differently next time?

Visual: Types of Teacher Research

Type	Focus	Outcome
Action Research	Solve classroom problems systematically	Improved strategies, local knowledge
Exploratory Practice	Investigate puzzles of practice	Deeper understanding of classroom processes
Collaborative Inquiry	Work with colleagues to study teaching/learning	Shared insights, professional growth

5. Reflection & Goal Setting (10 minutes)

Activity: Personal Reflective Entry

6. Wrap-Up (5 minutes)

Activity: “One Insight”

Suggested Sources / Readings

- Burns, A. (2010). *Doing Action Research in English Language Teaching*. Routledge.
- Farrell, T. S. C. (2015). *Promoting Teacher Reflection in Second Language Education*. Routledge.
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional Development for Language Teachers*. Cambridge University Press.
- Wallace, M. J. (1998). *Action Research for Language Teachers*. Cambridge University Press.

What are the benefits of reflective practice?

Reflective practice develops your ability to understand how your students learn and the best ways to teach them.

By reflecting on your teaching, you identify any barriers to learning that your students have.

You then create lessons which reteach any content which your students have not been able to access to allow them to overcome any obstacles and develop.

LESSON 11. AI Tools in Curriculum Design and Language Testing

Duration: 80 minutes

Target Audience: Pre-service and in-service English language teachers, curriculum designers, assessment specialists



peda.net

Lesson Objectives

Understand the role of AI in modern education, especially curriculum design and testing.

Explore practical AI tools that support syllabus development, material creation, and personalized learning.

Analyze how AI enhances fairness, efficiency, and feedback in language testing.

Evaluate ethical considerations and limitations of AI in education.

Design a mini activity using an AI tool for curriculum or assessment purposes.

Lesson Structure

1. Warm-Up (10 minutes)

Activity: “AI in Daily Life” Brainstorm

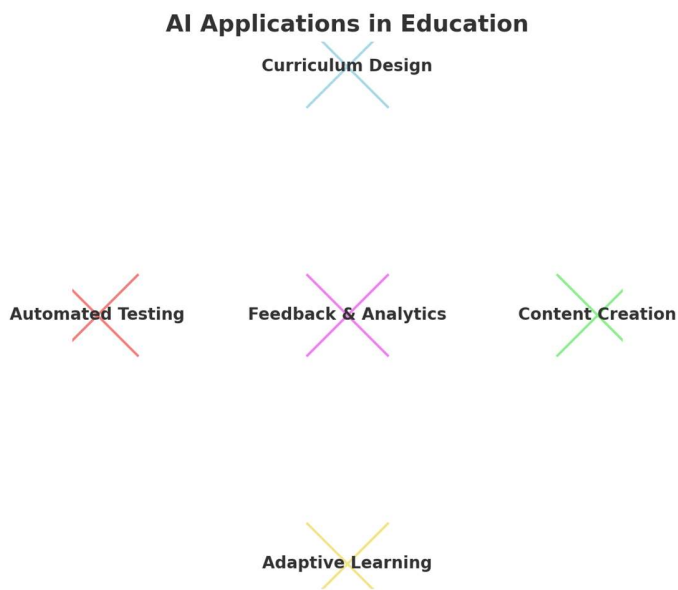
Instruction: Ask which AI tools students have used (ChatGPT, Grammarly, Duolingo). Discuss how these impact learning.

2. Introduction to AI in Education (15 minutes)

Mini-Lecture + Visual

AI in Curriculum Design: Automated syllabus generation, adaptive platforms, content recommendation.

AI in Language Testing: Automated essay scoring, speech recognition, adaptive CEFR testing.



3. Core Activity 1: AI Tools for Curriculum Design (20 minutes)

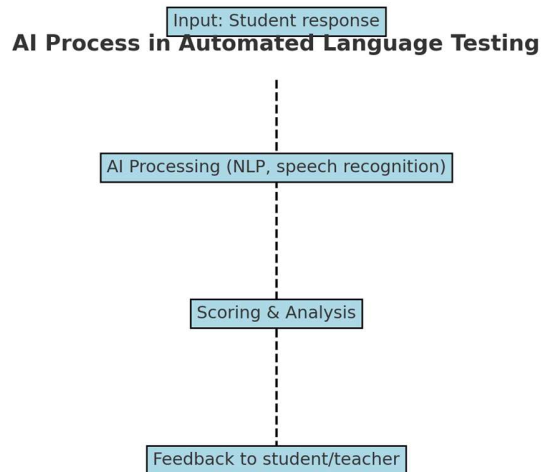
Activity: Hands-on Exploration

Groups explore AI tools (ChatGPT, Quillbot, Bard) to draft a unit outline for an English course.

4. Core Activity 2: AI in Language Testing (20 minutes)

Activity: Assessment Task Creation

Instructions: Show examples of AI-driven test items. Groups design a short test task and imagine AI assessment.



Visual: Traditional vs AI-Supported Curriculum Design

Aspect	Traditional	AI-Supported
Syllabus Development	Manual, teacher-driven	Automated, AI-assisted
Materials	Printed textbooks	Digital, interactive
Adaptation	Fixed, uniform	Personalized, adaptive
Feedback	Delayed, summative	Immediate, formative
Workload	High, time-consuming	Reduced, more efficient

5. Reflection & Goal Setting (10 minutes)

Activity: AI Ethics Debate

6. Wrap-Up (5 minutes)

Activity: Exit Ticket – one benefit & one risk of AI in education.

Suggested Sources / Readings

- Pham, A., & Saito, H. (2023). AI in Language Assessment: Opportunities and Challenges. *Language Testing Journal*.
- Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education*. Center for Curriculum Redesign.
- Popenici, S., & Kerr, S. (2017). *Exploring the Impact of Artificial Intelligence on Teaching and Learning*. *Research and Practice in Technology Enhanced Learning*.
- Weigle, S. C. (2013). *Assessing Writing*. Cambridge University Press.

LESSON 12. Materials Adaptation for Digital and Inclusive Classrooms

Duration: 80 minutes

Target Audience: Pre-service and in-service English language teachers

Lesson Objectives

Understand the principles of adapting materials for digital and inclusive environments.

Explore strategies for modifying print resources into interactive digital formats.

Identify ways to ensure accessibility (for learners with different needs).

Practice adapting a sample lesson into a digital, inclusive format.

Lesson Structure

1. Warm-Up (10 minutes)

Activity: “Analog vs. Digital” Brainstorm

Instruction: Show a textbook page. Ask: How could this be adapted digitally?

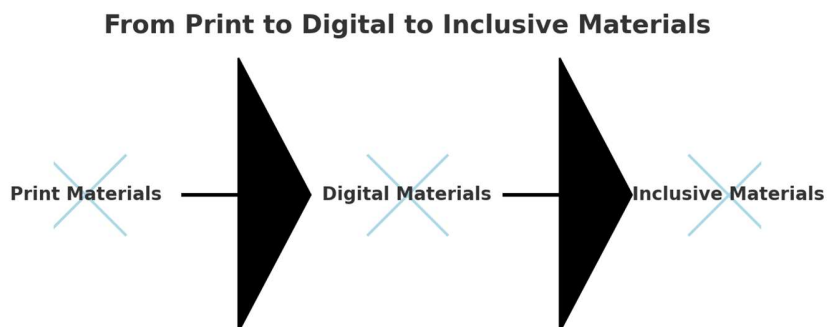
Collect responses.

2. Introduction to Materials Adaptation (15 minutes)

Mini-Lecture + Visual

Why Adapt? Learner needs, technology, inclusion.

Types: Simplifying texts, multimodal resources, accessibility adjustments.



3. Core Activity 1: Digital Adaptation Strategies (20 minutes)

Activity: Group Brainstorm

Instruction: Groups suggest ways to adapt a short text digitally (Quizlet, Kahoot, multimedia).

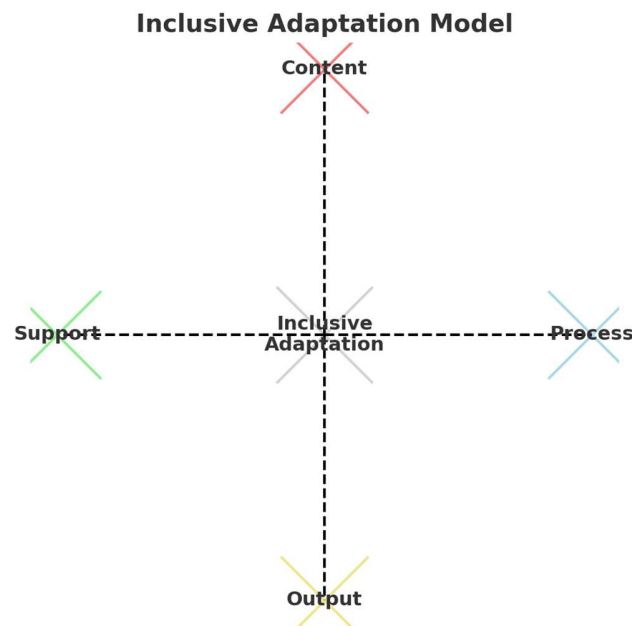
Visual: Digital Adaptation Tools

Tool	Classroom Use
Kahoot	Gamified quizzes
Quizlet	Vocabulary practice
Padlet	Collaborative boards
Canva	Visual design
Nearpod	Interactive lessons

4. Core Activity 2: Inclusive Adaptation (20 minutes)

Activity: Adapt for Inclusion

Instruction: Groups adapt a task for specific learner profiles (dyslexia, visual impairment, advanced learners).



5. Reflection & Goal Setting (10 minutes)

Activity: Personal Planning

6. Wrap-Up (5 minutes)

Activity: “One Digital Tool, One Inclusive Strategy”

Suggested Sources / Readings

- Tomlinson, B. (2018). *Materials Development in Language Teaching*. Cambridge University Press.
- Richards, J. C. (2014). *Key Issues in Language Teaching*. Cambridge University Press.
- UNESCO (2021). *Guidelines on Inclusion in Education*.
- Walsh, S. (2021). *Classroom Discourse and Teacher Development*. Routledge.

LESSON 13. Mentoring and Peer Observation in Teacher Development

Duration: 80 minutes

Target Audience: Pre-service and in-service English language teachers

Lesson Objectives

Understand the concepts of mentoring and peer observation in teacher professional development.

Explore the roles of mentors and mentees.

Learn models of peer observation and feedback.

Practice designing a peer observation cycle.

Reflect on how mentoring and peer observation can support growth in teaching practice.

Lesson Structure

1. Warm-Up (10 minutes)

Activity: “A Teacher Who Helped Me”

Instruction: Students recall a teacher/mentor who influenced their growth.

Share in pairs.

2. Introduction to Mentoring (15 minutes)

Mini-Lecture + Visual

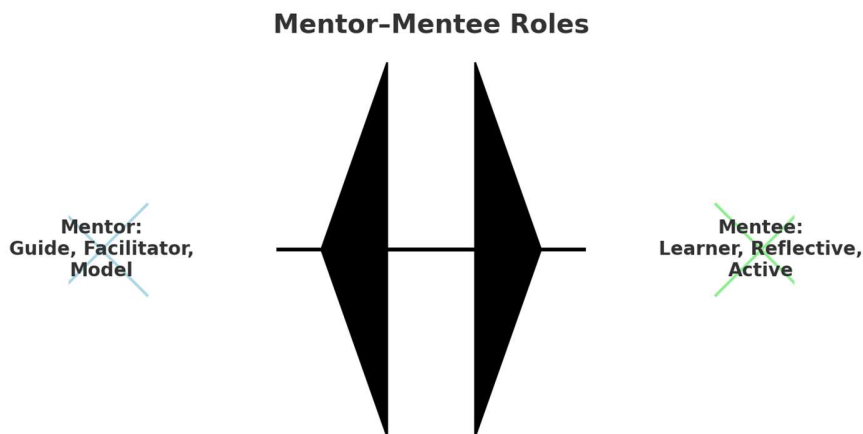
Definition: Mentoring = supportive relationship with guidance.



bccs.bristol.sch.uk

Benefits: Confidence, growth, networking.

Roles: Mentor = guide, facilitator; Mentee = active learner, reflective.



3. Core Activity 1: Peer Observation Models (20 minutes)

Activity: Case Study & Discussion

Instruction: Groups analyze directive, collaborative, non-evaluative models.

Visual: Peer Observation Models

Model

Key Feature

Directive

Mentor-led guidance

Collaborative

Dialogue-based

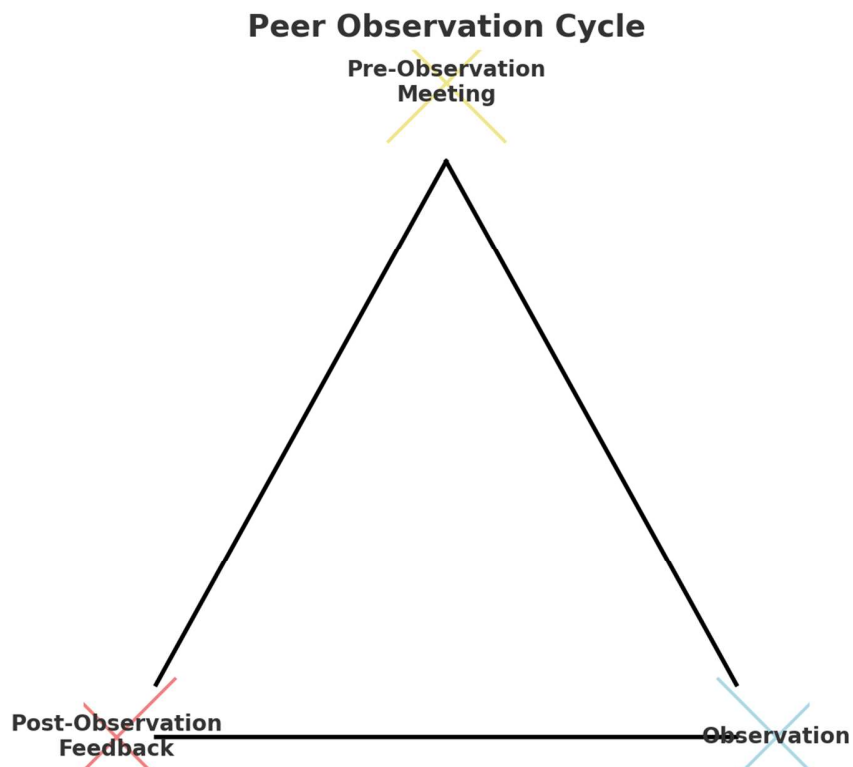
Non-evaluative

Focus on growth

4. Core Activity 2: Designing a Peer Observation Cycle (20 minutes)

Activity: Cycle Planning Workshop

Instruction: Groups design cycle with pre-meeting, observation, feedback.



5. Reflection & Goal Setting (10 minutes)

Activity: Journal Prompt

6. Wrap-Up (5 minutes)

Activity: “One Quality of a Good Mentor”

Peer Observation Feedback Form Template

Peer Observation Feedback Form

1. Lesson observed: _____

2. Focus area: _____

3. Strengths observed: _____

4. Suggestions for improvement: _____

5. Reflections: _____

Suggested Sources / Readings

- Malderez, A., & Bodóczy, C. (1999). *Mentor Courses: A Resource Book for Trainer-Trainers*. Cambridge University Press.
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional Development for Language Teachers*. Cambridge University Press.
- Farrell, T. S. C. (2015). *Reflective Language Teaching: From Research to Practice*. Bloomsbury.
- Edge, J. (1992). *Cooperative Development: A Teacher's Guide to Classroom Research*. Longman.

LESSON 14. Professional Ethics in Language Education

Duration: 80 minutes

Target Audience: Pre-service and in-service English language teachers



dishcuss.com

Lesson Objectives

Define professional ethics and its importance in language education.

Identify key ethical principles for teachers (integrity, fairness, respect, confidentiality, inclusivity).

Explore real-life ethical dilemmas in classroom practice.

Practice ethical decision-making through case studies.

Reflect on their own values and responsibilities as language educators.

Lesson Structure

1. Warm-Up (10 minutes)

Activity: "What is Ethical?"

Instruction: Show scenarios (favoritism, biased materials, unfair grading).

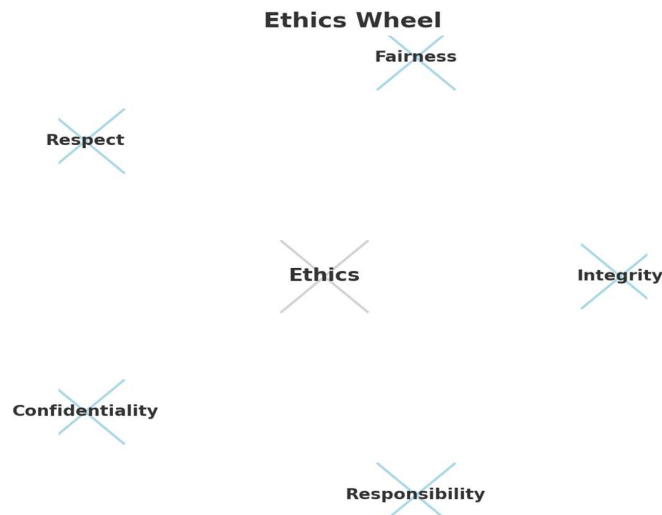
Discuss: Which are ethical, which are not?

2. Introduction to Professional Ethics (15 minutes)

Mini-Lecture + Visual

Definition: Ethics = guiding principles of right and wrong professional behavior.

Core Principles: Integrity, Respect, Fairness, Confidentiality, Responsibility.



3. Core Activity 1: Ethical Dilemmas (20 minutes)

Activity: Case Study Discussions

Instruction: Groups analyze scenarios (e.g., bribery, humiliation, hidden AI use). Discuss teacher responses.

Ethical Decision-Making Framework

1. Identify the ethical issue
2. Gather facts & perspectives
3. Consider ethical principles
4. Explore possible actions
5. Make a decision & reflect

Visual: Ethical vs Unethical Practices in ELT

Aspect	Ethical Practice	Unethical Practice
Assessment	Fair grading, transparent criteria	Favoritism, hidden criteria
Feedback	Constructive, respectful feedback	Humiliating or harsh criticism
Classroom Interaction	Encouraging participation, respecting diversity	Discrimination, ignoring student voices
Use of Technology	Using AI/tools responsibly, informing students	Using AI secretly to replace teacher judgment
Confidentiality	Keeping student records private	Sharing personal student data without consent

4. Core Activity 2: Building a Teacher Code of Ethics (20 minutes)

Activity: Group Task

Instruction: Groups draft a short Code of Ethics for Language Teachers.
Share and combine into Ethics Charter.

Teacher Ethics Charter Template

Teacher Ethics Charter

1. Treat all students fairly and with respect.
2. Maintain confidentiality and trust.
3. Provide honest and constructive feedback.
4. Use technology ethically and transparently.
5. Commit to continuous professional growth.

5. Reflection & Goal Setting (10 minutes)

Activity: Ethics Journal

6. Wrap-Up (5 minutes)

Activity: "Ethics in One Word"

Suggested Sources / Readings

- Farrell, T. S. C. (2020). Professionalism in English Language Teaching. *ELT Journal*.
- Johnston, B. (2003). *Values in English Language Teaching*. Routledge.
- Kitchener, K. S. (1984). *Intuition, Critical Evaluation, and Ethical Principles: The Foundation for Ethical Decisions in Counseling Psychology*.

LESSON 15. Research-to-Practice Conference Preparation

Duration: 80 minutes

Target Audience: Pre-service and in-service English language teachers, MA/PhD students

Lesson Objectives

Understand the structure and purpose of research-to-practice conferences in ELT and education.

Learn how to design and present a conference paper, poster, or workshop.

Practice transforming research findings into teacher-friendly formats.

Develop skills in academic communication, time management, and audience engagement.

Reflect on professional development through participation in conferences.

Lesson Structure

1. Warm-Up (10 minutes)

Activity: “Conference Experiences”

Instruction: Students share if they have attended/presented before. Discuss expectations.

2. Introduction to Conferences (15 minutes)

Mini-Lecture + Visual

Types: Paper, Poster, Workshop, Panels. Research-to-Practice: accessible findings, practical implications.

Types of Conference Presentations

- Paper Presentation
- Poster Session
- Workshop

3. Core Activity 1: Abstract Writing (20 minutes)

Activity: Abstract Clinic

Instruction: Analyze good vs poor abstracts. Draft a mini-abstract for own project.

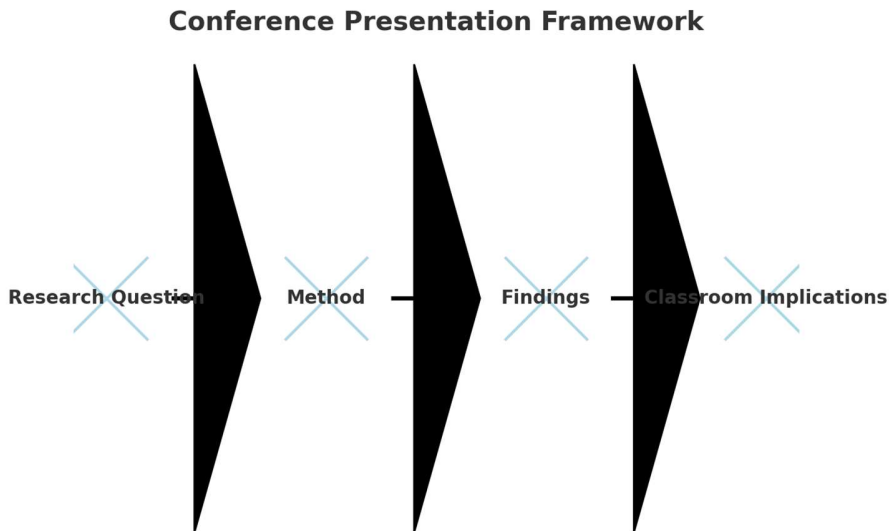
Abstract Writing Checklist

1. Clear research question or aim
2. Brief context/background
3. Concise method description
4. Key findings summarized
5. Practical implications for teaching
6. Within word limit, free of jargon

4. Core Activity 2: Presentation Design (20 minutes)

Activity: Conference Simulation Prep

Instruction: Choose type (paper, poster, workshop). Prepare outline or slides (RQ → Method → Findings → Implications).



5. Reflection & Goal Setting (10 minutes)

Activity: Self-Evaluation Rubric

Conference Preparation Self-Evaluation Rubric

Rate your readiness (1=Low, 5=High).

1. Abstract Writing _____
2. Content Knowledge _____
3. Design & Visuals _____
4. Delivery Skills _____
5. Time Management _____

6. Wrap-Up (5 minutes)

Activity: “One Key Tip”

Suggested Sources / Readings

- Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students*. University of Michigan Press.
- Hyland, K. (2009). *Academic Discourse: English in a Global Context*. Continuum.
- Murray, R. (2015). *How to Write a Thesis and Present at Conferences*. Open University Press.
- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Palgrave Macmillan.

FAN O'QUV
DASTURI

Fan/modul kodi: TO'MTT1612		O'quv yili: 2025-2026		Semestr: 7		ECTS - Kreditlar: 4	
Fan/modul turi: Majburiy		Ta'lim tili: Ingliz				Haftadagi dars soatlari: 4	
	Fanning nomi	Semestr	ECTS - Kreditlar	Auditoriya mashg'ulotlari (soat)		Mustaqil ta'lim (soat)	Jami yuklama (soat)
				Ma'ruza	Seminar		
	Til o'qitish metodikasi va ta'lim texnologiyalari	7/2025	4	30	30	60	120
	Jami		4	30	30	60	120

I. FANNING MAZMUNI

Tillar o'qitish metodikasi va ta'lim texnologiyalari ma'ruza va seminar mashg'ulotlaridan iborat bo'lib, talabani chet tili o'qituvchisi kasbiy faoliyatiga nazariy hamda amaliy jihatdan tayyorlashdan iborat. Zamonaviy metodikaning asosiy muammolari bilan tanishtirish, ushbu fan talabalarni o'zlari ishlayotgan ta'lim muassasalarida olib boriladigan darslarda duch kelishi mumkin bo'lgan aniq vazifalarni mohirona hal etishga yo'naltiradi. Bunda asosiy e'tibor talabalarning amaliy ko'nikmalarini ishlab chiqish, asosiy kasbiy malakasining shakllanishi; darsning ongli, tarbiyaviy va ta'limiy maqsadlarini shakllantirish; mavzu asosida o'quv materialini rejalashtirish ; darsning rejasi va konspektini tuzish; savol va topshiriqlar tuzish, so'rovlar o'tkazish hamda bilimni daliliy baholash; o'quvchilarning mustaqil ishini tashkil etish; hamkasblari va o'z darslarini tahlil qilishga qaratiladi.

Ta'lim natijalari (TN):

TN1- Umume'tirof etilgan xalqaro me'yorlarga ko'ra talabalarining o'rganilayotgan chet tilini C1 darajada egallashlari uchun zaruriy bilimlarni integrallashgan tarzda o'rgatadi va muloqot malakalarini rivojlantiradi;

TN2 -Talabalar til o'qitishning zamonaviy va samarali metodlari bilan tanishtiriladi;

TN3 Chet tili o'qituvchisiga xos til ko'nikmalari amaliy tarzda o'rgatiladi;

II. FAN TARKIBIGA QUYIDAGI MAVZULAR KIRADI:

7-semestr uchun

	Mashg'ulot shakli: Ma'ruza (M)	Soat
M 1	Research Methods in Language Teaching	2
M 2	Action Research in ELT Classrooms	2
M 3	Task-Based Language Teaching (Advanced Practices) https://courses.warwick.ac.uk/modules/2024/ET218-15	2
M 4	CLIL (Content and Language Integrated Learning)	2
M 5	Teaching Intercultural Communication Competence	2
M 6	Teaching English for Academic Purposes (EAP)	2
M 7	Critical Pedagogy in Language Teaching	2
M 8	Inclusive Education and Differentiated Instruction	2
M 9	Advanced Assessment and Testing (CEFR, performance tasks)	2
M 10	Teacher Research and Reflective Journals	2
M 11	AI Tools in Curriculum Design and Language Testing	2
M 12	Materials Adaptation for Digital and Inclusive Classrooms	2
M 13	Mentoring and Peer Observation in Teacher Development	2
M 14	Professional Ethics in Language Education	2

M 15	Research-to-Practice Conference Preparation	2
<p>Ma'ruza mashg'ulotlari multimedia qurilmalari bilan jihozlangan auditoriyada akademik guruhlar uchun o'tiladi.</p> <p style="text-align: center;">7-semestr uchun</p>		
	Mashg'ulot shakli: Seminar (S)	Soat
S1	Research Methods in Language Teaching	2
S2	Action Research in ELT Classrooms	2
S3	Task-Based Language Teaching (Advanced Practices) https://courses.warwick.ac.uk/modules/2024/ET218-15	2
S4	CLIL (Content and Language Integrated Learning)	2
S5	Teaching Intercultural Communication Competence	2
S6	Teaching English for Academic Purposes (EAP)	2
S7	Critical Pedagogy in Language Teaching	2
S8	Inclusive Education and Differentiated Instruction	2
S9	Advanced Assessment and Testing (CEFR, performance tasks) https://courses.warwick.ac.uk/modules/2024/ET218-15	2
S10	Teacher Research and Reflective Journals	2
S11	AI Tools in Curriculum Design and Language Testing	2
S12	Materials Adaptation for Digital and Inclusive Classrooms	2

S13	Mentoring and Peer Observation in Teacher Development	2
S14	Professional Ethics in Language Education	2
S15	Research-to-Practice Conference Preparation	2
	Jami	30

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.

III. MUSTAQIL TA'LIM VA MUSTAQIL ISHLAR

Mustaqil ta'lim uchun tavsiya etiladigan mavzular:

	Mashg'ulotlar shakli: Mustaqil ta'lim (MT)	Soat
MT1	Prepare a PPT presentation on topic: Competence in teaching foreign languages	4
MT2	Choose one of the methods, ways and technologies of organizing modern foreign language learning and create an activity	4
MT3	Take a lesson plan on any stages of EFL education and analyze it. Lesson planning in different stages of EFL education (primary education, secondary education, lyceum, specialized schools)	4
MT4	Analyse of any teaching/learning materials of EFL	4

MT5	Do library or Internet research and find articles on the topic: Forming professional competence of foreign language teacher in the system of continuous education.	4
MT6	Take any textbook of any educational stages and analyse it. (primary education, secondary education, lyceum, specialized schools)	4
MT7	Create your own lesson plan by integrating at least two language skills	4
MT8	Choose a topic to write an article and find articles related to your topic and review them	4
MT9	Create a portfolio	4
MT10	Write an article	4
MT11	Observe any lesson	4
MT12	Observe one of your peer's lesson	4
MT13	Do library research and investigate the topic:	4
MT14	Applying modern educational technologies in different stages of EFL education (primary education, secondary education, lyceum, specialized schools)	4
MT15	Micro-teaching: Create a lesson plan and teach this lesson plan	4
	Jami:	60

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.

VI. KREDITLARNI OLISH UCHUN TALABLAR

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

Talabalar bilimini baholash 100 ballik tizimda amalga oshiriladi. Oraliq nazorat semestrlarda 2 tadan o'tkaziladi. Fan bo'yicha yakuniy nazorat test shaklida o'tkaziladi

FANDAN BAHOLASH MEZONLARI

Talabalar bilimini 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.

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

Asosiy adabiyotlar

1. Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.
2. Jalolov J.J., and others. English Language Teaching methodology – Tashkent.: 2015.
3. Harmer, J. (2015). The Practice of English Language Teaching (5th ed.). Pearson.
4. Motteram, G. (Ed.). (2013). Innovations in Learning Technologies for English Language Teaching. British Council.
5. Brown, H. D. (2007). Principles of Language Learning and Teaching (5th ed.). Pearson.
6. Tomlinson, B. (2018). Materials Development in Language Teaching (2nd ed.). Cambridge University Press.

Qo'shimcha adabiyotlar

1. Setiyadi, A. G. (2020). Teaching English as a foreign language.
2. Common European Framework of References for languages: Learning, Teaching, Assessment. The Council of Europe-Strasbourg, 2005

Axborot manbalari

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org
6. www.tefl.com
7. www.teachertrainingvideos.com
8. www.learnenglish.org.uk
9. www.educationuk.org
10. www.bbc.co.uk/worldservice/learningenglish

Mazkur fan o'quv dasturi Namangan davlat chet tillar instituti tomonidan ishlab chiqilgan va tasdiqlangan.

- "Ingliz tili o'qitish metodikasi" kafedrasining 2024-yil 28-avgust 1-sonli majlisida muhokama qilingan va tasdiqqa tavsiya etilgan.

- Jahon tillar fakulteti kengashining 2024-yil 29-avgust 1-sonli majlisida ma'qullangan va tasdiqqa tavsiya etilgan.

- NamDCHTI o'quv-uslubiy kengashining 2024-yil 30-avgust 1-sonli majlisida muhokama qilingan va tasdiqlangan.

Fan/modul uchun mas'ul:

N. Jakbarova - Namangan davlat chet tillar instituti "Ingliz tili o'qitish metodikasi" kafedrası katta o'qituvchisi, (PhD)

A. Amanov - Namangan davlat chet tillar instituti "Ingliz tili o'qitish metodikasi" kafedrası mudiri

Taqrizchilar:

U.Soliyev – Namangan davlat chet tillar instituti Ingliz tili amaliy kursi kafedrası katta o'qituvchisi

Sh.Ne'matjanov – Namangan davlat chet tillar instituti Ingliz tili amaliy kursi kafedrası katta o'qituvchisi

Izoh: Ushbu fan o'quv dasturi The University of Warwick (Buyuk Britaniya) ta'lim dasturlari va Ibrat farzandlari Youtube darslari asosida takomillashtirildi.

<https://courses.warwick.ac.uk/modules/2024/ET218-15>

GLOSSARY

Glossary of Key Terms in Language Teaching, Assessment, and Teacher Development

Action Research – A reflective process in which teachers systematically investigate their own classrooms to improve practice and student learning.

Adaptive Learning – Technology-based learning that personalizes content and pacing to suit individual learners.

AI in Education – The use of artificial intelligence tools (e.g., ChatGPT, automated essay scoring, adaptive testing) to support curriculum design, assessment, and personalized feedback.

Assessment for Learning (AfL) – Assessment practices that provide ongoing feedback to inform instruction and improve student outcomes.

Authentic Assessment – Evaluation tasks (e.g., projects, presentations, debates) that reflect real-world language use rather than artificial test items.

Byram's Model of ICC – A framework for intercultural communicative competence including attitudes, knowledge, skills, and critical cultural awareness.

CEFR (Common European Framework of Reference for Languages) – A global standard for describing language proficiency across six levels (A1–C2).

Classroom-Based Assessment – Evaluation methods conducted by teachers during normal instruction, often informal and formative.

CLIL (Content and Language Integrated Learning) – Teaching academic subjects through a second language, integrating content learning with language development.

Code of Ethics (in ELT) – A set of professional guidelines for teachers, including fairness, confidentiality, inclusivity, and respect.

Communicative Competence – The ability to use language appropriately in various contexts, beyond grammar, including sociolinguistic and pragmatic skills.

Critical Pedagogy – An approach to teaching that encourages learners to question power relations, develop critical thinking, and pursue social justice.

Differentiated Instruction – Adapting content, process, and product of learning to meet diverse student needs in inclusive classrooms.

Ethical Dilemma (in ELT) – A teaching situation that raises conflicting values (e.g., fairness vs. compassion, confidentiality vs. transparency).

Formative Assessment – Ongoing assessment used to monitor student learning and inform teaching, rather than to assign final grades.

Global Englishes – Varieties of English used worldwide, recognizing that English no longer belongs to one native-speaking community.

Inclusive Education – Ensuring all students, regardless of ability, background, or special needs, have equal access to learning.

Intercultural Communicative Competence (ICC) – The ability to interact effectively and appropriately with people from other cultures.

Lesson Adaptation – Modifying materials, tasks, or methods to suit learners' linguistic, cultural, or cognitive needs, often for digital or inclusive classrooms.

Mentoring – A professional relationship where an experienced teacher supports a less experienced colleague.

Peer Observation – Teachers observing each other's classes to provide constructive feedback and foster professional development.

Performance-Based Assessment – Evaluation based on learners' ability to perform real-life tasks (e.g., giving a presentation, writing an email).

Reflective Journal – A personal log where teachers analyze classroom experiences, evaluate teaching strategies, and plan improvements.

Research-to-Practice Conference – An academic-professional event where teachers present research findings in practical formats for classroom application.

Summative Assessment – Assessment conducted at the end of a unit/course to measure learning outcomes, often for grading or certification.

Task-Based Language Teaching (TBLT) – An instructional approach where learning is organized around meaningful real-world tasks.

Teacher Identity – How teachers perceive themselves professionally, shaped by beliefs, experiences, and contexts.

Technology-Enhanced Language Learning (TELL) – The use of digital tools (apps, online platforms, AI) to support and enhance language teaching.

Validity (in Assessment) – The extent to which a test measures what it claims to measure.

Washback Effect – The influence of testing on teaching and learning practices, which can be positive or

ILOVALAR

Subject: Methodology of Language Teaching and Educational Technologies

Part 1: Multiple-Choice Questions

1. Which of the following is the main focus of Communicative Language Teaching (CLT)?

- a) Grammar drills
- b) Translation accuracy
- c) Communication and fluency
- d) Memorization of vocabulary

Answer: c

2. Task-Based Language Teaching (TBLT) emphasizes:

- a) Teaching grammar before tasks
- b) Completing meaningful tasks
- c) Reading comprehension only
- d) Teacher-centered lectures

Answer: b

3. Which is a feature of CLIL?

- a) Focus only on language
- b) Focus only on content
- c) Integration of content and language
- d) Learning without assessment

Answer: c

4. Which method is considered learner-centered?

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

Answer: c

5. Which is NOT part of the 4Cs in CLIL?

- a) Content
- b) Communication
- c) Collaboration
- d) Cognition

Answer: c

6. The main criticism of Grammar-Translation Method is:

- a) Overemphasis on spoken interaction
- b) Lack of communicative practice
- c) Use of authentic texts
- d) Teacher's role as a guide

Answer: b

7. Byram's Model of ICC does NOT include:

- a) Attitudes
- b) Knowledge
- c) Skills
- d) Grammatical accuracy

Answer: d

8. Which of the following is a key principle of Critical Pedagogy?

- a) Knowledge transmission only
- b) Encouraging memorization
- c) Questioning power and inequality
- d) Grammar before meaning

Answer: c

9. Which technique is associated with Differentiated Instruction?

- a) One-size-fits-all tasks
- b) Tiered assignments
- c) Teacher lecturing only
- d) Ignoring student needs

Answer: b

10. Which feature defines English as a Lingua Franca (ELF)?

- a) English owned by native speakers only
- b) English used as a global contact language
- c) English used for literature only
- d) Standard British English only

Answer: b

11. Which type of assessment occurs during instruction?

- a) Summative
- b) Diagnostic
- c) Formative
- d) Proficiency

Answer: c

12. The CEFR includes how many main proficiency levels?

- a) 3
- b) 4
- c) 6
- d) 8

Answer: c

13. Which assessment task is authentic?

- a) Multiple-choice grammar test
- b) Oral presentation
- c) Matching synonyms
- d) Cloze test

Answer: b

14. Validity in testing refers to:

- a) Consistency of results
- b) Test fairness
- c) Whether the test measures what it claims
- d) Speed of marking

Answer: c

15. Reliability in testing means:

- a) Consistent results across administrations
- b) Fairness in grading
- c) Testing only one skill
- d) Authenticity of materials

Answer: a

16. Which is an example of performance-based assessment?

- a) Role-play
- b) Multiple-choice test
- c) Gap-fill
- d) Matching task

Answer: a

17. Washback refers to:

- a) Student attendance
- b) Effect of testing on teaching/learning
- c) Accuracy of test results
- d) Technology use in testing

Answer: b

18. Large-scale international language tests include:

- a) IELTS and TOEFL
- b) School quizzes
- c) Teacher-made exams only
- d) Oral journals

Answer: a

19. Item analysis in testing is used for:

- a) Improving teaching strategies
- b) Evaluating test item difficulty and discrimination
- c) Monitoring attendance
- d) Peer observation

Answer: b

20. Which assessment is best for inclusive classrooms?

- a) Standardized multiple-choice test
- b) Performance-based, flexible tasks
- c) One-size-fits-all quizzes
- d) Dictation-only exams

Answer: b

21. Which tool is best for gamified quizzes?

- a) Word
- b) Kahoot
- c) Excel
- d) PowerPoint

Answer: b

22. Digital materials must be adapted to include:

- a) Multimodal features
- b) Only text
- c) Only audio
- d) Printed worksheets

Answer: a

23. Inclusive digital classrooms require:

- a) Accessibility features (captions, transcripts)
- b) Teacher-only notes
- c) No visuals
- d) One fixed learning style

Answer: a

24. Which of the following is NOT an AI use in education?

- a) Automated essay scoring
- b) Personalized learning platforms
- c) Peer mentoring
- d) Adaptive testing

Answer: c

25. Which AI tool is used in language testing?

- a) Grammarly
- b) Photoshop
- c) AutoCAD
- d) Paint

Answer: a

26. The main goal of technology-enhanced learning is:

- a) Replacing teachers
- b) Supporting and enriching learning
- c) Limiting learner access
- d) Saving money only

Answer: b

27. Materials adaptation involves:

- a) Copying textbooks
- b) Modifying resources for learner needs
- c) Using same material for all
- d) Deleting difficult content

Answer: b

28. Which principle guides inclusive material adaptation?

- a) Equity
- b) Uniformity
- c) Exclusivity
- d) Teacher control

Answer: a

29. Which tool allows collaborative brainstorming?

- a) Padlet
- b) Excel
- c) Word
- d) Calculator

Answer: a

30. Which is an example of blended learning?

- a) Only online tasks
- b) Only face-to-face teaching
- c) Combination of online and classroom learning
- d) Reading textbooks only

Answer: c

31. Reflective journals help teachers:

- a) Memorize student names
- b) Analyze teaching experiences
- c) Write literature reviews only
- d) Grade papers faster

Answer: b

32. Which is a feature of action research?

- a) Conducted by external experts
- b) Conducted by teachers in their own classrooms
- c) No real classroom data
- d) Always experimental

Answer: b

33. Which is NOT a type of teacher research?

- a) Action research
- b) Exploratory practice
- c) Collaborative inquiry
- d) Summative testing

Answer: d

34. Peer observation is most effective when:

- a) It is evaluative and judgmental
- b) It is developmental and supportive
- c) Done secretly
- d) Done without reflection

Answer: b

35. Which role is typical of a mentor?

- a) Passive observer
- b) Supportive guide and facilitator
- c) Competitive colleague
- d) Student evaluator only

Answer: b

36. Which is an example of unethical practice?

- a) Fair grading
- b) Respecting confidentiality
- c) Favoritism in marking
- d) Inclusive teaching

Answer: c

37. Professional ethics in ELT do NOT include:

- a) Respect
- b) Confidentiality
- c) Honesty
- d) Memorization drills

Answer: d

38. Which is a feature of professional identity?

- a) Teacher's perception of self and role
- b) Only student feedback
- c) National curriculum only
- d) Exam rubrics

Answer: a

39. Which ethical principle means keeping student records private?

- a) Fairness
- b) Confidentiality
- c) Integrity
- d) Inclusivity

Answer: b

40. A key outcome of professional conferences is:

- a) Sharing research-to-practice insights
- b) Only networking socially
- c) Memorizing theories
- d) Reducing teacher responsibility

Answer: a

41. Which part of a conference abstract is most essential?

- a) Background, methods, findings
- b) Author's hobbies
- c) Full references
- d) Long biography

Answer: a

42. What is the first step in ethical decision-making?

- a) Gathering facts
- b) Identifying the ethical issue
- c) Making a quick choice
- d) Reflecting after decision

Answer: b

43. Which model focuses on intercultural competence?

- a) CEFR
- b) Byram's ICC Model
- c) TBLT
- d) CLIL

Answer: b

44. Which journal tool is most useful for teacher reflection?

- a) Descriptive entries
- b) Analytical entries
- c) Shopping lists
- d) Student grades

Answer: b

45. Which conference format emphasizes visuals and interaction?

- a) Poster session
- b) Paper presentation
- c) Panel
- d) Keynote

Answer: a

46. Which technology best supports vocabulary development?

- a) Quizlet
- b) Word
- c) Excel
- d) Photoshop

Answer: a

47. Which form of assessment has stronger washback?

- a) Standardized tests
- b) Classroom quizzes
- c) Peer feedback
- d) Journals

Answer: a

48. What does “inclusive classroom” mean?

- a) Equal learning opportunities for all
- b) Only for advanced learners
- c) Only for native speakers
- d) One fixed style of teaching

Answer: a

49. Which tool is most suitable for gamified classroom competitions?

- a) Kahoot
- b) Padlet
- c) Canva
- d) Google Docs

Answer: a

50. Which is the main benefit of reflective practice?

- a) Professional growth and improved teaching
- b) Memorizing student names
- c) Avoiding lesson planning
- d) Finishing tasks faster

Answer: a

Part 2: Case Studies

Case Study 1: Assessment Fairness

A teacher uses the same test for both advanced and beginner students.

Question: What ethical and methodological issues arise? How can the test be adapted?

Case Study 2: Technology in Testing

A school introduces AI-based essay scoring. Students complain about unfair grading.

Question: How should the teacher balance AI use with human judgment?

Case Study 3: Peer Observation

A teacher feels nervous about being observed by colleagues.

Question: How can peer observation be structured to support rather than intimidate?

Case Study 4: Inclusive Materials

A reading text contains cultural stereotypes offensive to some students.

Question: How should the teacher adapt or replace the material?

Case Study 5: Research-to-Practice Conference

A novice teacher wants to present at a conference but only has classroom reflections, not formal research.

Question: How can reflective practice be turned into a 'research-to-practice' presentation?