O‘ZBEKISTON RESPUBLIKASI
OLIY TA’LIM, FAN VA INNOVATSIYALAR
VAZIRLIGI
SAMARQAND DAVLAT
UNIVERSITETINING
KATTAQO‘RG‘ON FILIALI

Ro‘yxatga olindi
№BD-60111800

“TASDIQLAYMAN”
Direktor:
_____ Sh.R.Urakov
2024- yil “__” _____

INGLIZ TILI O‘QITISH VA BAHOLASHNING XALQARO STANDARTLARI FANINING O‘QUV DASTURI

Bilim sohasi:	100000 Ta’lim
Ta’lim sohasi:	110000 - Ta’lim
Ta’lim yo‘nalishi:	60111800 Xorijiy til va adabiyoti

KATTAQO‘RG‘ON-2024

Fan/modul kodi ITO'BXS15609	O'quv yili 2026-2027	Semestr 5-6	ECTS – Kreditlar 9
Fan/modul turi Majburiy	Ta'lim tili Ingliz		Haftadagi dars soatlari 4

	Fan nomi	Auditoriya mashg'ulotlari (soat)	Mustaqil ta'lim (soat)	Umumiy (soat)
1.	Ingliz tili o'qitish va baholashning xalqaro standartlari	120	150	270

I. Fanning mazmuni

Fanning maqsadi talabalarni ingliz tilini xalqaro standartlarga mos ravishda samarali o'qitish va baholash uchun zarur bo'lgan bilim, ko'nikma va malakalar bilan ta'minlashdan iborat. O'zlashtirilgan bilim va ko'nikmalar ularga turli global kontekstlarda ingliz tili o'qituvchilari sifatida ustunlik qilish imkonini beradi.

Fanning asosiy vazifasi ingliz tilini o'qitish va baholashning xalqaro standartlarini tanqidiy tahlil qilish, moslashtirish va qo'llashdir. Ma'ruza va seminar muhokamalari, mustaqil ish, topshiriqlar va tadqiqot loyihalari orqali talabalar reflektiv amaliyot bilan shug'ullanadilar va ingliz tilini samarali o'rgatish va baholash bo'yicha amaliy ko'nikmalarni rivojlantiradilar, shu bilan birga madaniyatlararo kompetentsiyalarini rivojlantiradilar.

II. Ma'ruza mashg'ulotlar bo'yicha ko'rsatma va tavsiyalar.

Ma'ruza mashg'ulotlari uchun quyidagi mavzular tavsiya etiladi:

Amaliy mashg'ulotlar uchun bo'yicha ko'rsatma va tavsiyalar.

Amaliy mashg'ulotlar uchun quyidagi mavzular tavsiya etiladi:

V semestr

Module 1: Introduction to International English Teaching Standards

a) Overview of course objectives and structure
b) Historical perspective of English language teaching standards
c) Comparing international standards: CEFR, ACTFL, ICAO, etc.

Module 2: Evolution of English Language Teaching Standards

a) Key milestones in the development of teaching standards
b) Influential theorists and their contributions
c) Future trends in language teaching standards

Module 3: English Language Proficiency Frameworks

a) Deep dive into CEFR descriptors
b) Proficiency scales and their applications
c) Challenges in implementing proficiency frameworks in diverse contexts

Module 4: Comparative Analysis of Proficiency Frameworks

a) ACTFL Proficiency Guidelines
b) IELTS and TOEFL frameworks

c) Other national and regional frameworks

Module 5: Teaching Approaches and Methodologies I
a) Grammar-Translation Method
b) Direct Method
c) Audio-Lingual Method

Module 6: Teaching Approaches and Methodologies II
a) Communicative Language Teaching (CLT)
b) Task-Based Language Teaching (TBLT)
c) Content and Language Integrated Learning (CLIL)

Module 7: Contemporary Trends in Language Teaching
a) Flipped classrooms
b) Gamification in language learning
c) Mobile-Assisted Language Learning (MALL)

Module 8: Adapting Methodologies for Specific Learner Needs
a) Teaching young learners
b) Teaching adult learners
c) Teaching learners with special educational needs

Module 9: Curriculum Development I
a) Curriculum models: Spiral, linear, thematic, etc.
b) Needs analysis in curriculum design
c) Setting learning objectives and outcomes

Module 10: Curriculum Development II
a) The role of culture in curriculum design
b) Intercultural competence as a curriculum component
c) Integrating 21st-century skills into language curricula

Module 11: Materials and Resources I
a) Evaluating and selecting coursebooks
b) Authentic materials in language teaching
c) Developing in-house materials

Module 12: Materials and Resources II
a) Digital resources for language instruction
b) Open Educational Resources (OER)
c) Copyright and fair use in language teaching materials

Module 13: Language Skills Development I
a) Teaching listening skills
b) Teaching speaking skills

c) Integrating pronunciation instruction

Module 14: Language Skills Development II
a) Teaching reading skills
b) Teaching writing skills
c) Developing vocabulary and grammar skills

Module 15: Advanced Language Skills Development
a) Critical thinking in language learning
b) Problem-solving and creativity in language classrooms
c) The role of literature in language development

Module 16: Multimodal Literacy
a) Understanding multimodal literacy
b) Integrating visual literacy in language classrooms
c) Digital literacy skills for language learners

Module 17: Assessing Language Skills I
a) Principles of language assessment
b) Types of language assessments
c) Designing effective language tests

Module 18: Assessing Language Skills II
a) Dynamic assessment and its applications
b) Alternative assessment methods: e-portfolios, performance assessments
c) Addressing bias and fairness in language assessment

Module 19: Testing and Standardized Examinations I
a) Overview of popular language proficiency tests (IELTS, TOEFL, Cambridge exams)
b) Test formats and structures
c) Preparing students for standardized tests

Module 20: Testing and Standardized Examinations II
a) Test validation and reliability
b) Item analysis and test improvement
c) Test accommodations and accessibility

Module 21: Classroom Assessment Techniques I
a) Formative vs. summative assessment
b) Continuous assessment strategies
c) Diagnostic assessment in language teaching

Module 22: Classroom Assessment Techniques II
a) Self-assessment and peer assessment strategies

b) Integrating assessment into everyday classroom activities
c) Effective feedback models

Module 23: Differentiated Instruction I
a) Understanding learner diversity
b) Principles of differentiated instruction
c) Differentiating content, process, and product

Module 24: Differentiated Instruction II
a) Inclusive practices for diverse classrooms
b) Adapting materials for diverse learner profiles
c) Universal Design for Learning (UDL) in language teaching

Module 25: English for Specific Purposes (ESP) I
a) Introduction to ESP
b) Needs analysis and ESP curriculum design
c) ESP in business and professional contexts

Module 26: English for Specific Purposes (ESP) II
a) ESP in academic contexts
b) ESP in scientific and technical fields
c) ESP materials development and case studies

Module 27: Intercultural Competence I
a) Theoretical frameworks for intercultural competence
b) Assessing intercultural competence
c) Developing intercultural awareness in language learners

Module 29: Language Policy and Planning I
a) Introduction to language policy and planning
b) Types of language planning: status, corpus, and acquisition planning
c) Impact of language policy on language education

Module 30: Language Policy and Planning II
a) Bilingualism and multilingualism in language policy
b) Language policy in educational institutions
c) Case studies of successful language planning

Module 31: Language Teaching Ethics I
a) Ethical principles in language teaching
b) Professional codes of conduct for language teachers
c) Ethical considerations when teaching culturally sensitive topics

Module 32: Language Teaching Ethics II

a) Ethics in language testing and assessment
b) Ethical use of technology in language teaching
c) Ethical dilemmas faced by language teachers

Module 33: English Language Teaching in Multilingual Contexts I
a) Understanding multilingualism and its implications for teaching
b) Code-switching and translanguaging in multilingual classrooms
c) Supporting mother tongue maintenance while teaching English

Module 34: English Language Teaching in Multilingual Contexts II
a) Promoting linguistic diversity and preservation
b) Challenges of teaching in communities with multiple languages
c) Strategies for effective multilingual education

Module 35: Teaching English as a Global Lingua Franca I
a) English as a Lingua Franca (ELF) research and teaching
b) ELF vs. English as a Native Language (ENL)
c) Implications of ELF for language teaching and assessment

Module 36: Teaching English as a Global Lingua Franca II
a) Teaching pronunciation and accents in ELF contexts
b) Preparing students for international communication
c) Cultural considerations in teaching ELF

Module 37: Learner Autonomy I
a) Theories of learner autonomy
b) Strategies for fostering learner independence
c) Metacognition and self-regulated learning

Module 38: Learner Autonomy II
a) Technology-enhanced autonomous learning
b) Self-access language learning centers and resources
c) Developing lifelong language learning skills

Module 39: Error Analysis and Correction I
a) Theories of error analysis
b) Types of errors in language learning
c) Error analysis techniques

Module 40: Error Analysis and Correction II
a) Approaches to error correction
b) Addressing errors in speaking, writing, and other language skills
c) Providing constructive and meaningful error correction

Module 41: Language Assessment for Program Evaluation I

a) Principles of program evaluation in language education
b) Using assessment data for program improvement
c) Benchmarking against international standards

Module 42: Language Assessment for Program Evaluation II
a) Assessing program effectiveness
b) Stakeholder involvement in program evaluation
c) Reporting and acting on evaluation findings

Module 43: Project-Based Learning I
a) Introduction to project-based learning in language education
b) Project-based learning models and frameworks
c) Designing authentic language projects

Module 44: Project-Based Learning II
a) Implementing project-based learning in language classrooms
b) Assessment of project-based language learning
c) Challenges and solutions in project-based learning

Module 45: Classroom Management for Language Teachers I
a) Principles of effective classroom management
b) Creating a positive and inclusive classroom environment
c) Establishing routines and procedures

Module 46: Classroom Management for Language Teachers II
a) Managing large classes
b) Dealing with disruptive behavior effectively
c) Culturally responsive classroom management

Module 47: Teacher Development and Continuous Learning I
a) Models of teacher development
b) Reflective teaching practices
c) Action research in language teaching

Module 48: Teacher Development and Continuous Learning II
a) Professional development opportunities for language teachers
b) Building a personal learning network (PLN)
c) Teacher portfolios and professional growth plans

Module 49: English Language Teaching in the Digital Age I
a) Overview of educational technology in language teaching
b) Blended learning and the flipped classroom model
c) Online tools and platforms for language instruction

Module 50: English Language Teaching in the Digital Age II

a) Designing and delivering effective online language courses
b) Assessment in online language learning environments
c) Ethical considerations in online language teaching

Module 51: English for Academic Purposes (EAP) I
a) Introduction to EAP
b) Needs analysis for EAP courses
c) Teaching academic vocabulary and grammar

Module 52: English for Academic Purposes (EAP) II
a) Teaching academic writing and research skills
b) Developing academic listening and speaking skills
c) Preparing students for standardized academic English tests

Module 53: Teaching Pronunciation and Intonation I
a) Phonological systems and their implications for teaching
b) Techniques for teaching segmental features (individual sounds)
c) Strategies for teaching suprasegmental features (stress, rhythm, intonation)

Module 54: Teaching Pronunciation and Intonation II
a) Pronunciation assessment techniques
b) Integrating pronunciation instruction into general language classes
c) Pronunciation software and technology

Module 55: English Language Teaching in a Global Context I
a) Challenges and opportunities in teaching international students
b) Cultural competence and sensitivity in the classroom
c) Addressing language anxiety among international learners

Module 56: English Language Teaching in a Global Context II
a) English-medium instruction in non-English speaking countries
b) Supporting non-native English-speaking teachers
c) Global issues in English language teaching

Module 57: Language Policy and Globalization
a) The impact of globalization on language policies
b) Language preservation, revitalization, and endangered languages
c) The role of international organizations in language policy

Module 58: Language Testing and Assessment Trends
a) Emerging trends in language assessment: AI-driven assessment, adaptive testing
b) Issues and challenges in modern language testing
c) Innovations in language assessment tools

Module 59: English Language Teacher Identity
a) The evolving role and identity of language teachers
b) Intersectionality and teacher identity
c) The impact of teacher identity on student learning

Module 60: Capstone Seminar
a) Student presentations and discussions on their capstone projects
b) Reflection on the course's impact on personal and professional growth
c) Preparing for future contributions to the field of English language teaching and assessment

III. Mustaqil ta'lim va mustaqil ishlar
Mustaqil ta'lim uchun tavsiya etiladigan mavzular:

Module 1: Introduction to International English Teaching Standards

Assignment: Create a short presentation comparing the objectives of CEFR, ACTFL, and ICAO standards. Highlight key differences and similarities.

Module 2: Evolution of English Language Teaching Standards

Assignment: Write a report on the contributions of a selected influential theorist in language teaching and discuss how their ideas have shaped modern teaching standards.

Module 3: English Language Proficiency Frameworks

Assignment: Develop a Quizlet set for CEFR descriptors, focusing on one proficiency level (e.g., B2). Include examples for each descriptor.

Module 4: Comparative Analysis of Proficiency Frameworks

Assignment: Prepare a comparative table outlining the key features of ACTFL, IELTS, and TOEFL frameworks. Summarize your findings in a written report.

Module 5: Teaching Approaches and Methodologies I

Assignment: Create a short video explaining the key principles of the Direct Method and provide an example of a classroom activity using this method.

Module 6: Teaching Approaches and Methodologies II

Assignment: Design a Kahoot quiz on Communicative Language Teaching (CLT) principles. Include questions about its advantages and potential challenges.

Module 7: Contemporary Trends in Language Teaching

Assignment: Write a blog post discussing the benefits and challenges of implementing flipped classrooms in language teaching.

Module 8: Adapting Methodologies for Specific Learner Needs

Assignment: Create a lesson plan tailored for young learners using TBLT. Include adaptations for different learning styles.

Module 9: Curriculum Development I

Assignment: Conduct a needs analysis for a hypothetical language course. Write a report outlining the main findings and suggested curriculum focus.

Module 10: Curriculum Development II

Assignment: Develop a brief presentation on how to integrate intercultural competence into an English language curriculum.

Module 11: Materials and Resources I

Assignment: Evaluate a selected coursebook. Write a review discussing its strengths and weaknesses in terms of content and learner engagement.

Module 12: Materials and Resources II

Assignment: Create a resource list of Open Educational Resources (OER) suitable for language teaching. Provide a brief description of each resource.

Module 13: Language Skills Development I

Assignment: Record a podcast episode where you discuss strategies for integrating pronunciation instruction into general language lessons.

Module 14: Language Skills Development II

Assignment: Design a set of activities aimed at enhancing students' reading and writing skills, with a focus on academic English.

Module 15: Advanced Language Skills Development

Assignment: Write an essay exploring the role of literature in developing advanced language skills. Use examples from your own learning or teaching experience.

Module 16: Multimodal Literacy

Assignment: Create a visual literacy activity for language learners, using images or videos, and explain how it supports language development.

Module 17: Assessing Language Skills I

Assignment: Design a formative assessment tool for evaluating speaking skills in a language classroom. Include clear criteria and guidelines.

Module 18: Assessing Language Skills II

Assignment: Prepare a presentation on alternative assessment methods (e.g., e-portfolios) and discuss how they can be implemented in language teaching.

Module 19: Testing and Standardized Examinations I

Assignment: Write a guide for students on how to prepare effectively for standardized language tests like IELTS or TOEFL.

Module 20: Testing and Standardized Examinations II

Assignment: Conduct a small-scale item analysis of a mock language test and write a report on how the test could be improved.

Module 21: Classroom Assessment Techniques I

Assignment: Create a Kahoot quiz comparing formative and summative assessment. Include examples of each type in language teaching.

Module 22: Classroom Assessment Techniques II

Assignment: Design an assessment feedback form that incorporates self-assessment and peer assessment strategies for a writing task.

Module 23: Differentiated Instruction I

Assignment: Write a report on how to differentiate content, process, and product for a mixed-ability language classroom.

Module 24: Differentiated Instruction II

Assignment: Create a lesson plan that adapts a traditional lesson for diverse learner profiles, using principles of Universal Design for Learning (UDL).

Module 25: English for Specific Purposes (ESP) I

Assignment: Develop a needs analysis questionnaire for an ESP course in a business context. Include both linguistic and professional needs.

Module 26: English for Specific Purposes (ESP) II

Assignment: Write a case study on a successful ESP course, focusing on curriculum design and materials development.

Module 27: Intercultural Competence I

Assignment: Create a video presentation introducing a theoretical framework for intercultural competence and its relevance to language teaching.

Module 28: Intercultural Competence II

Assignment: Develop a set of classroom activities aimed at increasing students'

intercultural awareness and sensitivity.

Module 29: Language Policy and Planning I

Assignment: Write a brief essay discussing the impact of language policy on English language education in a specific country.

Module 30: Language Policy and Planning II

Assignment: Prepare a case study presentation on a successful language policy implementation in a multilingual educational context.

Module 31: Language Teaching Ethics I

Assignment: Write a reflective journal entry on ethical dilemmas you might face as a language teacher and how you would address them.

Module 32: Language Teaching Ethics II

Assignment: Create a poster outlining ethical principles for using technology in language teaching, with examples of best practices.

Module 33: English Language Teaching in Multilingual Contexts I

Assignment: Design a lesson plan that incorporates code-switching and translanguaging strategies to support multilingual learners.

Module 34: English Language Teaching in Multilingual Contexts II

Assignment: Write a report on the challenges of teaching in communities with multiple languages and propose strategies to overcome them.

Module 35: Teaching English as a Global Lingua Franca I

Assignment: Develop a presentation on the implications of teaching English as a Lingua Franca (ELF) and how it differs from teaching ENL (English as a Native Language).

Module 36: Teaching English as a Global Lingua Franca II

Assignment: Record a short video discussing the cultural considerations and challenges in preparing students for international communication in ELF contexts.

3. **V. Fan o'qitilishining natijalari (shakllanadigan kompetensiyalar)**

- Ingliz tilini o'rgatish va baholash bo'yicha xalqaro standartlar, jumladan, CEFR va boshqa tegishli asoslarni to'liq tushunishni namoyish etish.

- Til o'rgatishning turli metodologiyalari va baholash yondashuvlarini

tahlil qilish va baholash, ularning kuchli va zaif tomonlarini aniqlash.

- Ingliz tili sinfida madaniyatlararo kompetentsiyani rivojlantirish.

- Tilni o'qitishni yaxshilash uchun o'quv materiallari, resurslari va texnologiyalarini aniqlash va moslashtirish bo'yicha mahoratni namoyish etish.

4 **VI. Ta'lim texnologiyalari va metodlari:**

- Case Studies: Nazariy bilimlarni qo'llash uchun real ssenariylar.
- Mehmon spikerlar: soha mutaxassislarining fikrlari.
- Tadqiqot loyihalari: tahliliy ko'nikmalarni rivojlantirish uchun mustaqil tadqiqot.
- Onlayn ta'lim platformalari: Kurs materiallari va munozaralarga kirish.
- Tengdoshlar bilan o'qitish: Tengdoshlarning fikr-mulohazalari bilan mini-darslar.
- Guruh loyihalari: til ta'limi muammolari bo'yicha hamkorlikda ishlash.
- O'z-o'zini mulohaza (refleksiya) qilish: muntazam ravishda o'z-o'zini baholash mashqlari.
- Amaliy seminarlar: O'quv va baholash materiallarini yaratish bo'yicha amaliy mashg'ulotlar.

5 **VII. Kreditni olish uchun talablar:**

Fanga oid mavzularni to'liq o'zlashtirish, tahlil natijalarini to'liq aks ettira olish, o'rganilayotgan jarayonlar haqida mustaqil mushohada yuritish va joriy, oraliq nazorat shakllarida berilgan vazifa topshiriqlarni bajarish, yakuniy baho sinov asosida qo'yiladi.

6 **Asosiy adabiyotlar:**

1. Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge University Press.

2. Bachman, L. F., & Palmer, A. S. (2010). Language assessment in practice: Developing language assessments and justifying their use in the real world. Oxford University Press.

3. Brown, H. D., & Abeywickrama, P. (2010). Language assessment: Principles and classroom practices. Pearson Education.

4. Douglas, D. (2010). Understanding language testing. Routledge.

5. Harmer, J. (2015). The practice of English language teaching. Pearson Education.

Qo'shimcha adabiyotlar:

6. Fulcher, G. (2010). Practical language testing. Hodder Education.

7. Elder, C., & Harding, L. (2018). The Routledge Handbook of Language Testing. Routledge.

8. Shohamy, E., & Inbar-Lourie, O. (Eds.). (2011). Assessment in second language assessment: Rethinking the washback effect. Springer.

Elektron manbalar (saytlar):

9. British Council - Teaching English: https://www.teachingenglish.org.uk/

A comprehensive resource for English language teachers with lesson plans, teaching tips, and professional development materials.

10. TESOL International Association: https://www.tesol.org/

TESOL's website offers a wide range of resources, publications, and research related to English language teaching and assessment.

Cambridge English: https://www.cambridgeenglish.org/

11. Access to Cambridge English's research, publications, and free teaching resources, including sample tests and assessment tools.

CEFR Companion Volume with New Descriptors: https://www.coe.int/en/web/common-european-framework-reference-languages/cefr

12. The official CEFR website provides access to the Common European Framework of Reference for Languages and additional descriptors.

International Association for Language Learning Technology (IALLT): https://www.iallt.org/

13. Resources and information on the integration of technology in language teaching and assessment.

National Council of Teachers of English (NCTE): https://ncte.org/

14. NCTE's website offers a range of resources for English language educators, including journals and teaching resources.

American Council on the Teaching of Foreign Languages (ACTFL): https://www.actfl.org/

15. Resources, publications, and guidelines for foreign language teaching and assessment.

The Center for Applied Linguistics (CAL): https://www.cal.org/

16. CAL provides research, resources, and tools related to language assessment and education.

European Association for Language Testing and Assessment (EALTA):

http://www.ealta.eu.org

17. A professional organization focused on language testing and assessment in Europe, offering publications and conference information.
Language Testing International (LTI): https://www.languagetesting.com/

18. LTI offers a variety of language assessment services and resources, including language proficiency tests and research articles.
Edutopia - Assessment and Testing: https://www.edutopia.org/assessment

19. Edutopia's assessment section provides articles, videos, and tools on effective assessment practices.
American Association for Applied Linguistics (AAAL): https://www.aaal.org/

20. AAAL offers resources and research related to applied linguistics, including language assessment.
Language Testing Research Centre (LTRC): https://www.ltrc.melbourne/

21. The LTRC website provides information on language testing research and conferences.
Center for Open Educational Resources and Language Learning (COERLL): https://coerll.utexas.edu/coerll/

22. COERLL offers open educational resources and materials for language educators.
American Association of Colleges and Employers (NACE): https://www.naceweb.org/

7.	Samarqand davlat universitetining Kattaqo'rg'on filiali kengashining 2024-yil _____dagi _____-sonli bayonnomasi bilan ma'qullangan.
8.	**Fan/modul uchun mas'ullar**: M.Sh. Normuminov – SamDU Kattaqo'rg'on filiali Pedagogika va tillarni o'qitish fakulteti Xorijiy tillar kafedrasi o'qituvchisi
9.	**Taqrizchilar:** Murodova M. - SamDU Kattaqo'rg'on filiali Pedagogika va tillarni o'qitish fakulteti Xorijiy tillar kafedrasi o'qituvchisi (ichki) Kurbanov J. - SamDCHTI, Til va tarjima kafedrasi o'qituvchisi (tashqi)