

O'ZBEKISTON RESPUBLIKASI
OLIV TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

O'ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI



Ro'yxatga olindi: №BD 60111800-CHTK 608
2024-yil, 29-avgust

CHET TILLARNI O'QITISHNING INTEGRALLASHGAN KURSI
FANINING O'QUV DASTURI

Bilim sohasi:	100 000	– Ta'lim
Ta'lim sohasi:	110 000	– Ta'lim
Ta'lim yo'nalishi:	60111800	– Xorijiy til va adabiyoti (ingliz tili) (kunduzgi ta'lim guruhlar uchun)

Toshkent-2024

COURSE CODE 326CHTO'IK320		Academic year 2024-2025	Semester 5-6	Credits 8	
Course Type: compulsory		Education language: English		Lesson hours within a week 4h/2w	
1.	Course name	Auditorium trainings (hour)	Independent learning (hour)	Total load (hour)	
	Teaching integrated course of foreign languages	96	144	240	
2.	<p>Course Description: This TICFL course aims to equip participants with the necessary knowledge, skills, and strategies to effectively teach English to student-teachers. Through a combination of theoretical study, practical teaching experiences, and reflective practice, participants will develop competence in language teaching methodologies, lesson planning, classroom management, and assessment techniques.</p> <p>Course format: Blended learning (combination of face-to-face sessions, online submissions, teaching practicum, and self-study)</p> <p>Course Objectives: By the end of this course, participants will be able to:</p> <ul style="list-style-type: none"> ✓ Demonstrate understanding of key concepts and theories in language acquisition and teaching. ✓ Apply effective teaching methodologies and techniques to engage learners of diverse backgrounds and proficiency levels. ✓ Design and implement lesson plans that integrate language skills (listening, speaking, reading, writing) and language systems (grammar, vocabulary, pronunciation). ✓ Employ a variety of instructional materials, technology tools, and assessment strategies to support language learning and monitor learner progress. ✓ Reflect on teaching experiences, identify areas for improvement, and continue professional development as language educators. <p>II. Course modules</p> <p>II. I. Topical Outline of course modules:</p> <p><u>Semester 5</u></p> <p>Modul 1: CLASSROOM LANGUAGE</p> <p>Theme 1 Teacher's physical presence in class: Body language/Voice(2h)</p> <p>Theme 2 The language of the classroom(2h)</p> <p>Theme 3 Classroom Language: Questioning(2h)</p> <p>Theme 4 Classroom Language: Giving instructions(2h)</p>				

Theme 5 Problem behaviour and what to do about it? (2h)

Module 2: Teaching integrated skills

Theme 6 The analysis of integrated language skills. Listening as an interactive process: Improving listening proficiency(2h)

Theme 7 Introducing real life aspects of listening and Dealing with factors influencing the listening process(2h)

Theme 8 Creating pre-, while-, post- listening activities(2h)

Theme 9 Integrating phonology in language skills classes(2h)

Theme 10 Speaking as an interactive process. Providing successful oral fluency practice(2h)

Theme 11 Communication games and Kinds of spoken interaction as a part of classroom process relating to all skills. (2h)

Theme 12 Reading as an interactive process(2h)

Theme 13 Creating pre, while, post reading activities(2h)

Theme 14 Role of authenticity in reading(2h)

Theme 15 Writing as an interactive process. Teaching specific sub skills and strategies of Writing(2h)

Theme 16 Creative writing and Writing as a cooperative activity (2h)

Theme 17 Authenticity in writing process(2h)

Theme 18 Teaching grammar/ vocabulary (2h)

Theme 19 Task based learning, Content-based learning and Project based learning(2h)

Module 3: Classroom investigation

Theme 20 Stages of classroom investigation (teacher problem identification and formulating a realistic research question, action planning (choosing appropriate data collection method), data collection, data analysis. (2h)

Theme 21 Designing data-collecting tools and understanding their advantages and disadvantages: interview (structured, semi-structured, unstructured), questionnaire and observation(2h)

Theme 22 Practice: Designing data-collecting tools(2h)

Theme 23 Stages of observation (pre-observation, observation, post-observation) (2h)

Theme 24 Giving (in oral and written form) and receiving feedback(2h)

Semester 6

Module 4: Language testing and assessment

Theme 1. Fundamentals of Language Assessment(2h)

Theme 2. Principles of assessment: validity, reliability, practicality; Criterion referencing; norm referencing; Specification ; Test types (proficiency, achievement,

progress, etc.) (2h)

Theme 3. Comprehensive learning system, Communicative Competence International standards(2h)

Theme 4 CEFR (Common European Framework of Reference) and Evaluation of standardized tests (2h)

Theme 5 Test methods (mcq., multiple matching, etc.); Basics of test design (instruction, distracters, etc.) (2h)

Theme 6 Assessing Reading /Writing (2h)

Theme 7 Assessing Listening /Speaking (2h)

Theme 8 Authentic assessment(2h)

Theme 9 Alternative ways of assessment (portfolio assessment, self-assessment, project work, logs, reflection tools, etc.) (2h)

Module 5: Material design and evaluation

Theme 10 Teaching Materials as tools for representing aims, values, and methods in teaching a foreign language(2h)

Theme 11 The relation between syllabus, coursebook, and materials(2h)

Theme 12 Selecting & analyzing coursebooks(2h)

Theme 13. The Internet as a resource for language learning/teaching(2h)

Theme 14 Choosing and exploiting authentic materials(2h)

Theme 15 Implementation of appropriate types of authentic materials in main phase of the lesson(2h)

Theme 16 Materials design with specific reference to tasks(2h)

Theme 17 Designing visual aids. Teacher-made worksheets and work cards(2h)

Theme 18 Addressing students and teachers through materials. Unit design for the module(2h)

Module 6: Lesson planning

Theme 19 The content of lesson plan and planning the lesson (2h).

Theme 20 Setting aims, objectives and learning outcomes of a lesson or sequences of lessons(2h)

Theme 21 Selecting frameworks for lesson planning (e.g. PPP, TTT, TBL, Skill based, pre-, while, - post for receptive skills) (2h)

Theme 22 Considering activities for different stages of a lesson: Beginning (warm-ups, lead-ins), Ending (making a summary, flashing forward, filling up the last remaining moments) (2h)

Theme 23 Anticipating problems (including ways of dealing with disruptive behaviour. (2h)

Theme 24 Making use of available materials and resources (e.g. pictures, songs, video, blackboard, physical setting of a classroom) and revision of the modules(2h)

Key Course Outcomes

Upon successful completion of this course, the student will be able to do the following:

- ✓ will gain the ability to integrate listening, speaking, reading, and writing skills into comprehensive lesson plans, utilizing various language teaching methodologies.
- ✓ will learn to design and adapt lesson plans to meet the diverse needs and proficiency levels of learners. This includes creating plans that integrate language skills and systems, anticipating problems, and differentiating instruction.
- ✓ will be adept at employing classroom management techniques to establish rapport, manage behavior, and foster a positive learning environment. They will master the use of classroom language for instructions, questioning, and feedback, as well as strategies for dealing with problem behaviors.
- ✓ will be skilled in selecting and employing a variety of instructional materials, including technology tools, to enhance language learning.
- ✓ will understand and apply various assessment strategies to monitor and support learner progress.
- ✓ will be equipped to reflect critically on their teaching experiences, identify areas for improvement, and pursue continuous professional development in the field of language education.
- ✓ will gain experience in observing both novice and experienced teachers, developing tools for data collection, and engaging in reflective practice to enhance their teaching.
- ✓ will acquire specific strategies and materials for teaching English to young learners, understanding the principles of young learner motivation, language acquisition, and topic-based learning.
- ✓ will be prepared to teach English online, equipped with knowledge about setting up an online classroom and motivating students in a virtual environment.
- ✓ will become proficient in designing and evaluating teaching materials.

Evaluation:

Assessment will be based on the following criteria:

- Class participation, group assignments
- Practical teaching demonstrations where skill integrations are applied in a classroom setting.
- Submission of a portfolio of lesson plans tailored to various learner needs and contexts, showcasing adaptability and anticipation of potential challenges.

- Video recordings of teaching practice sessions with reflective commentary on classroom management strategies employed.
- Presentation of a lesson where instructional materials and technology tools are effectively integrated followed by a reflective analysis of their impact on learning.
- Design and critique of language assessment tools, demonstrating understanding of validity, reliability, and practicality.
- Reports from classroom observations, highlighting insights and reflections on observed teaching practices.
- Completion of a mini action research project involving classroom investigation, including data collection, analysis, and conclusions (portfolio submission).
- Design, delivery, and evaluation of a lesson or mini-unit specifically tailored to young/adult learners, demonstrating appropriate strategies and materials.
- Creation of a set of original teaching materials, including justification of their design based on learning objectives and student needs (submission of 1 unit design).

III. Instructions and recommendations for practical training

It is desirable that practical training should be conducted in an auditorium equipped with multimedia tools using active and interactive methods, appropriate pedagogical and information technologies should be used during training.

IV. Independent study topics

A list of topics for independent work submissions aligned with the syllabus modules for 144 hours, along with suggested methodological books:

Foundations of TICFL:

1. Topic: "Comparative Analysis of Language Acquisition Theories" - 8 hours,
Book: Ellis, R. (2008). Second Language Acquisition. Oxford, UK: Oxford University Press.

Classroom Language and Management:

2. Topic: "Effective Use of Body Language in Classroom Teaching"- 8 hours,
Book: Fast, J. (1970). Body Language in the Classroom. New York, NY: M. Evans and Company, Inc.

3. Topic: "Strategies for Managing Classroom Behavior"- 8 hours,
Book: Wong, H.K., & Wong, R.T. (2009). The First Days of School: How to Be an Effective Teacher. Mountain View, CA: Harry K. Wong Publications, Inc.

Lesson Planning:

4. Topic: "Designing Task-Based Learning Lesson Plans"- 8 hours,
Book: Prabhu, N.S. (1987). Tasks in Second Language Learning. Cambridge, UK: Cambridge University Press.

5. Topic: "Integrating Technology into Lesson Planning"- 8 hours,
Book: Peachey, N. (2016). Digital Tools for Teachers: Trainers' Guide. [No Place]: PeacheyPublications.

Teaching Language Skills Integratedly:

6. Topic: "Teaching Listening Skills: Theory and Practice"- 8 hours,
Book: Ur, P. (1984). Teaching Listening Comprehension. Cambridge, UK: Cambridge University Press.

7. Topic: "Developing Effective Speaking Activities"- 8 hours,
Book: Holmes, D. (2005). Speaking Activities for the Classroom. [No Place]: British Council. - 8 hours,

Classroom Investigation:

8. Topic: "The Role of Classroom Observation in Teacher Development"- 8 hours,
Book: Wajnryb, R. (1992). Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers. Cambridge, UK: Cambridge University Press.

9. Topic: "Analyzing Teacher-Student Interaction Patterns"- 8 hours,
Book: Kinginger, C. (2004). Teacher-Student Interaction: Patterns and Interaction in Classroom Discourse: Pennsylvania State University.

Language Testing and Assessment:

10. Topic: "Principles of Language Assessment and Test Design"- 8 hours,
Book: Brown, H.D. (2004). Language Assessment: Principles and Classroom Practices. White Plains, NY: Pearson Education.

11. Topic: "Alternative Forms of Assessment in Language Learning"- 8 hours,
Book: Race, P. (2007). Assessment for Learning in Higher Education. London, UK: Routledge.

Teaching Young Learners English as a Foreign Language:

12. Topic: "Motivating Young Learners in the EFL Classroom"- 8 hours,
Book: Shin, J.K., & Crandall, J. (2014). Teaching Young Learners English. Boston, MA: National Geographic Learning/Cengage Learning.

13. Topic: "Choosing and Adapting Materials for Young Learners"- 8 hours,
Book: Scott, W.A., & Ytreberg, L.H. (1990). Teaching English to Children. New York, NY: Longman.

Teaching English Online:

14. Topic: "Creating Engaging Online Learning Environments"- 8 hours,
Book: Ko, S., & Rossen, S. (2010). Teaching Online: A Practical Guide. New York, NY: Routledge.

15. Topic: "Effective Use of Multimedia in Online Teaching"- 8 hours,
Book: " Nilson, L.B., & Goodson, L.A. (2017). Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research. San

Francisco, CA: Jossey-Bass.

Material Design and Evaluation:

16. Topic: "Principles of Coursebook Selection and Analysis" - 8 hours,
Book: Tomlinson, B. (2011). *Materials Development in Language Teaching*.
Cambridge, UK: Cambridge University Press.

17. Topic: "Designing Authentic Materials for Language Learning" - 8 hours,
Book: Ladousse, G.P. (1987). *Creating and Using Authentic Materials*. Oxford,
UK: Oxford University Press.

18. Topic: "Using illustrations in ELT materials" - 8 hours,
Journals: Hewings, M. (1991). The interpretation of illustrations in ELT materials.
ELT Journal, 45(3), 237-244, Çakır, I. (2015). Instructional Materials Commonly
Employed by Foreign Language Teachers at Elementary Schools. *International
Electronic Journal of Elementary Education*, 8(1), 69-82.

The results of independent work can be formalized in the form of an essay, lesson design (lesson plan), presentation. The student is required to be able to demonstrate independently learned knowledge of the subject in the audience through various interactive methods and to be able to teach it to others.

The student is recommended to use the following forms when preparing an independent work:

- study the chapters and subjects of textbooks and manuals;
- preparation and presentation of lesson materials based on learned knowledge;
- work on the topics of special literature and create your own lesson plan;
- it is recommended to prepare a portfolio on the topics covered and present them.

6.

Basic literatures

1. Axmadaliyeva X., Tuxtayeva N., Xakimova S. *Teaching Integrated Language Skills*. Tashkent- 2022.
2. G.N. Tursunova, M.F. Polvonova. *Integrated module of teaching foreign languages*. Tashkent –2024
3. Scrivener J. *Learning Teaching*. Macmillan Publishers LTD. 2011

Additional literatures

1. Harmer, J. *How to Teach English*. Longman Press. The fifth edition. 2007
2. Scott Thornbury and Peter Watkins (2015). *The CELTA course*.- Cambridge university press
3. Duncan Foord.(2017) *The Developing Teacher. Practical activities for professional Development*.- DELTA TEACHER DEVELOPMENT SERIES
4. Hughes, A. (2003) *Testing for Language Teaching*. Cambridge: Cambridge University Press
5. Ferlazzo, L., Sypniewski, K. H. *The ELL teacher's toolbox*. San Francisco, CA: Jossey-Bass. 2018.
6. Peregoy S. F., Boyle, O. F. *Reading, writing, and learning in ESL:A resource*

	<p>book for teaching K-12 English learners. Boston, MA: Pearson. 2017.</p> <p>7. Nunan, D. Task-based Language Teaching. Cambridge: Cambridge University Press. 2009</p> <p>8. Willis, J. Teaching English through English. Longman Press. 2005.</p> <p>9. Craig Thaine. Teacher Training Essentials. Cambridge University press. 2010.</p> <p style="text-align: center;">Internet sites</p> <p>10. www.teachingenglish.org.uk</p> <p>11. www.onestopenglish.com.</p> <p>12. www.businessenglishonline.net.</p> <p>13. www.elgazette.com</p> <p>14. www.tesol.org</p> <p>15. www.tefl.com</p> <p>16. www.teachertrainingvideos.com</p> <p>17. www.learnenglish.org.uk</p>
7.	The syllabus has been developed and approved by the Uzbekistan State University of World Languages. The syllabus was reviewed and recommended for approval at the meeting of the University Council on January 26, 2024.
8.	<p>Responsible for subject/module:</p> <p>Tursunova G.N. - a teacher of the English theoretical aspects department №2 of UzSWLU</p> <p>M.F. Polvonova - a teacher of the English theoretical aspects department №2 of UzSWLU</p>
9.	<p>Reviewers:</p> <p>Muxamedova N. E - UzSWLU, PhD, docent of the department of English integrated language teaching course №2</p> <p>Abduvakhobova M. A. – UzSWLU, PhD, docent of the department of the theoretical disciplines of English language №2</p>