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Module 6.3.

LESSON PLANNING, ASSESSMENT METHODS AND GIVING FEEDBACK

Календарь-тематик реже

№	Темалар	Саат	Уакты
1	**Lesson planning**	**2**	
2	**Giving feedback**	**2**	
2	**Evaluating learning materials.**	**4**	
3	**Designing materials for learning classes**	**4**	
4	**Classroom management**	**2**	
5	**Importance of assessment in learning process**	**2**	
6	**Assessing receptive skills**	**2**	
7	**CEFR assessment requirements for speaking**	**2**	
8	**Alternative ways of assessment. Portfolio**	**2**	
9	**Principles and types of tests**	**2**	
	Жами	**24**	

TOPIC 1. LESSON PLANNING

Objectives:
- to help participants to explore the main processes involved in planning for teaching and learning
- to raise participants' awareness about the importance of making connections between lessons within a syllabus

Activity 1 Current practice
Objectives: to introduce the topic of the session; to reveal current practices among the participants
Time: 15 min
Materials: handout 1(a staircase)
►Procedure:
☺(4 min) Ask participants the following questions:
~ Do you plan your teaching?
~ What do you usually start your planning with?

~ When you plan your lessons do you refer to a syllabus (teaching calendar)?

If so, how does it help you?

☺(10 min) Show participants the picture of the staircase and ask them the following questions:

~ What do a 'staircase' and a syllabus (teaching calendar) have in common?

~ What do the steps in the staircase represent? (lessons)

~ Why are some parts of different colours? (colours represent the same topic)

~ How do they relate to each other?

Suggested answer: Each lesson is based on the previous lesson; lessons on the same topic are obviously more connected with each other, however, all lessons/ steps lead to the overall aim.

~ What can happen if you don't plan your teaching?

~ What can happen if you plan separate lessons not considering how they are linked with other lessons in the syllabus?

☺(1 min) Establish that planning is an essential and fundamental activity of every professional teacher. Every lesson is a part of a bigger plan/syllabus which helps teachers to achieve their aims. Therefore, when we plan our teaching we should take into account the connection of a particular lesson with other lessons and its contribution to the overall aim of the syllabus.

Activity 2 What to consider when planning for teaching and learning
Objective: to explore the elements of lesson planning
Time: 20 min
Materials: slips of paper; markers
►Procedure:

☺ ☺ ☺ (10 min) Put participants in groups of 4 and tell them that they are going to discuss what lesson planning involves. Ask participants to answer the following question:

~ What do we need to consider when we plan our teaching?

Possible answers:

Topic; how the session will contribute to the learning outcomes of the course; aim (what do we want to achieve?); objectives (how); time; materials (textbook, audio, video, handouts…); activities; links with the previous materials; links between the activities; skills; interaction; instructions (classroom management); learning styles; homework, etc.)

Distribute the slips of papers to the groups and ask them to write their ideas on them.

☺ (10 min) Ask the groups to stick their slips on the board in turn. Hold a plenary and prioritise the elements on the board in logical order

Possible questions:

~ What do you consider first?

~ What do you consider next?

NB: Note that there is no right answer here and various versions are possible.

☺ (1 min) Summarize the discussion by saying that there are many things we need to consider when we plan our teaching but not all of them can be reflected in a lesson plan.

☺ (3 min) Ask participants the following questions:
~ Do you write lesson plans?
~ What elements of planning can go into a lesson plan?
Possible answers:
~ answers will vary
~ topic; aim; objectives; timing; materials; activities; homework

☺ (1 min) Make a transition to the next activity by saying that after having looked at the bigger picture i.e. what we usually consider while planning our teaching, we are now going to consider the building blocks of planning for teaching and learning. Tell participants that now they are going to see how some other teachers have put their plans on paper.

Activity 3. Lesson plan analysis
Objective: to evaluate a lesson plan
Time: 40 min
Materials: handout 2a, 2b
►Procedure:

☺☺☺ (15 min) Tell participants that they will receive a lesson plan to discuss. Put participants in groups. Distribute handouts 2a and 2b⛛. Tell participants to discuss the lesson plan on the handout and then fill in the grid in handout 2a⛛.Tell them that they can use the questions on the handout to guide their discussion.

Procedure	Time
Introduction • Teacher introduces the topic and asks the following questions: ~ What cultural events do we celebrate in our country? • Teacher writes answers on the board. • Teacher distributes cards with description of events that are celebrated in the UK with questions and asks students to answer the questions on their cards. • Teacher elicits answers and crosses out similar events/festivals on the board.	5 min
Jigsaw reading • Teacher puts students into groups of three, gives each student a number (1,2,3) and gives each group different texts with a question. Teacher asks all groups to read their text, answer the question in their groups. After groups have read the text, teacher regroups students according to their given numbers.	10 min

(number 1s will be in one group, number 2s will be the second group and so on.). Teacher asks new groups to share their information in their new groups.	10 min
Plenary discussion • Teacher asks the following questions: • What did you find out about holidays and festivals from each other? • Did you learn something new? • What are your answers to the question you had?	10 min
Vocabulary work • Students continue working in their groups. Teacher gives each group a word from the texts which they discussed before, gives a dictionary to each group and asks each group to give 2 phrases with the given word(s) in order to put them in context. • Groups present their findings to the whole group	

☺ (15 min) Discuss the plan together using the questions on the handout. Accept any answers at this stage.

☺ ☺ ☺ (5 min) Ask participants to work in groups and list the basic principles of good planning, referring to their analysis of the lesson plan.

e.g. A good lesson should address as many learning styles as possible.

Suggested answers:

In a good lesson

~activities go from simple to more complex.

~there should be a variety of activities and interaction patterns

In a good lesson

~there should be a balance between teacher-centred and learner-centred activities.

~all activities should be connected and lead to the overall objective of the lesson.

When we plan our teaching we need to consider the overall objective and the connections between each separate lesson and other lessons in the syllabus.

☺ (5 min) Ask the groups to share the principles with the whole group.

Summary

Establish the following:

❖ Planning helps teachers achieve their teaching objectives.

❖ However, we shouldn't be slaves to our lesson plans;we should use the teaching opportunities presented by our students.

Activity 4. Stages of a lesson

Objective: to review the stages and sequencing in a lesson; to brainstorm possible activities for different stages of a lesson

Time: 15 min

Materials: 3 sets of a scrambled lesson plan (handout 1)

►Procedure:

☺☺☺(5 min) Put participants in groups of 6-7 and give out the scrambled lesson plan to each group (handout 1☼). Tell them to decide on the order of the stages of the lesson plan and line up according to the order of the activities.

☺(5 min) Check the order of the participants in the line in each group. Refer participants to the previous session on lesson planning and elicit the stages and objectives of each step of the lesson. Ask participants the following questions:

~ What are the stages of the lesson?

Tell participants that 'pre-while-post' is not the only way to plan a lesson.

~ What is the purpose of the pre activity/ while-activity/ post activity of the lesson?

~ What other pre/ post activities can you think of for this particular lesson?

Possible answers:

~ pre-activity: step 1; while activity: steps 2, 3, 4, 5; post activity: steps 6, 7

~ pre-activity – to prepare students, pre-teach key words from the story; while-activity – to have students practise listening and speaking, practise past tense; have students speak, ask and answer questions, write down the story they liked most

~ possible pre-activities: teacher can use pictures to generate some vocabulary and ask students to predict the story; ask questions etc.

Possible post activity: teacher can ask students to act out one of the stories.

☺(3 min) Ask participants what the purpose of a pre-activity/while-activity/post -activity can be. Put their ideas on the flipchart.

NB: pre-activity/while-activity/post-activity are the names of the stages and each can include several activities.

Pre-activity- 1)to prepare students for the main part
               2) to pre-teach vocabulary
               3)to revise previously taught material

While-activity -1)to introduce new vocabulary
               2) to introduce a new grammar point
               3) to have students read/listen/write/speak

Post-activity- 1) to have students practise acquired knowledge and skills
               2) to have students apply acquired knowledge and skills

☺☺☺ (5 min) Ask participants in groups to brainstorm what kind of activities can be used at each stage. Remind them that some activities can be used at different stages depending on the objective.

Possible answers:

	Pre-activity	While-activity	Post-activity

Objective	1.to prepare students for the main part of the lesson 2.to pre-teach vocabulary 3. to revise previously taught material	1.to introduce new vocabulary 2.to introduce new grammar points 3.to have students read/listen/speak/write	1.to practise acquired knowledge 2.to apply acquired knowledge
Possible activities	1.pre-teach/review vocabulary 2.elicit, e.g. ideas and beliefs 3.brainstorm ideas 4.predict from the title/key words/first paragraph/pictures 5.ask questions to check students' background knowledge 6.write what you know about…	1.read the text and define the overall idea 2.listen and fill in the blanks 3.listen and tell what it is about. 4.speak about… 5.underline verbs in past simple	1.role play 2.write a letter 3.finish the story 4.exercises in the book 5.make a mind map/list 6.make up questions about… 7.make a plan for… 8.make a poster 9.make an advertisement 10.draw a picture 11.write a poem

☺(5 min) Collect the ideas from participants.

☺(2 min) Summarize the activity by saying that it is important to remember that a lesson consists of different stages. However, there is no one right way to plan a lesson and the lesson plan that we analysed is just one of the options. A teacher may vary its stages and activities depending on the objective of the lesson and the teaching situation.

Activity 5. Objectives of a lesson
Objective: to explore the objectives and learning outcomes of the lesson
Time: 10 min
Materials: none
►Procedure:

☺(3 min) Tell participants that planning starts with setting an objective and thinking about learning outcomes. Tell them that it is always important to state the overall objective of the lesson clearly in order to know where the activities should lead to (teaching objective(s)). It also makes it possible for the teacher to

expect what their learners can learn by the end of the lesson (learning outcomes). Refer participants back to the previous session on planning for teaching and learning and remind them of the staircase and the importance of connections between lessons within the syllabus.

☺ (7 min) Ask participants the following questions:

~ What was the teaching objective(s) of the lesson in Activity 1?

~ What would students learn from this lesson?

Invite random responses.

NB: It is likely that there will be a mixture of objectives: both students' and the teacher's. Therefore, it is important to distinguish between the two.

Possible answers:

Teaching objectives: Students will have an opportunity to practise past simple tense in stories about the past.

Students will have an opportunity to practise asking and answering questions in the past tense.

Students will have an opportunity to practise writing a story.

Learning outcomes: Students will be able to tell stories using past tense.

Students will be able to ask and answer questions in past tense.

Establish that a good objective is precise and clear. It also helps to identify what students should achieve by the end of the lesson (learning outcome(s)).

Activity 6 An outline of a lesson

Objective: to practise planning a lesson

Time: 45 min

Materials: strips of paper, markers, flipchart paper

►Procedure:

☺ ☺ ☺ (15 min) Put participants in groups of 4. Tell participants that now they will have a chance to write an outline of a lesson themselves. Give each group a topic of a lesson (at the airport, sports, meals, leisure, etc) or let them choose it themselves. Remind them that it can be a lesson on any of the four skills, on grammar or vocabulary, or on integrated skills. Ask participants to work in groups and write an outline of a lesson which should include the objective, time, level of students, materials, and stages of the lesson.

Possible topics:

At the airport

Sports

Meals

Leisure

Cinema

Travelling

At the doctor's

☺ (15 min) Ask the groups to present their ideas on a poster. Other groups comment and give feedback to each other.

☺(5 min) Ask participants to think individually what piece of advice they would give to a novice teacher about lesson planning. Ask them to write their piece of advice on a strip of paper.

☺(10 min) Ask participants to sit in a circle and share their advice by putting their strips   of paper in the centre on the floor.

Summary

Establish the following:

✓ It is important to plan our teaching because it helps teachers to integrate their lessons into the syllabus and therefore reach the overall aim of the course.

✓ Lesson planning is important because it helps us to reach teaching objectives. However, teachers need to be flexible in order to respond to unpredicted situations in the lesson and use the teaching opportunities presented by students.

✓ There is no one right way to plan for teaching and learning. The teacher can vary the activities and stages but s/he should always have a reason for doing this.

PLANNING FOR TEACHING AND LEARNING WORKSHOP

Activity 1, Handout 1

Lesson plan outline:

Put the key words on the board. Check whether students know the words. Ask them to predict the story using the key words.

Tell students a story. While telling the story, ask questions to keep their interest: "What do you think happened next?'

Don't finish the story. Ask students in groups to finish the story and then share it with the rest of the class.

Tell students the last part of the story.

Review the questions that you asked while telling the story. Put them on the board for students to see.

Put students in groups of 3. Ask them to share their own stories with each other. Remind them that they need to ask questions to keep each other involved.

Ask students to write down the story they liked best

Topic 2.Evaluating learning materials (4 hours).

Lesson 1.
WARM UP
1) What is material?
Brainstorming. (usually we think of "realia" (real objects as pencil, chair,bag) or "representations" (such as drawing, photograph of a person, house or scene) but we should focus on *text materials* (textbooks, worksheets, computer software) or *authentic* materials (newspaper articles, recordings, adds), also teacher written materials and learner-generated materials.
2) What should a material include? How should a material look like?
Reading: The Materials test
M – Method (Does the book's method suit your teaching method and overall aims?)
A – Appearance (Is the book's appearance – including its cover, design, illustrations, colour - appealing and attractive? Or does it appear dull?)
T-Teacher-friendly (Is the book easy for teacher to use? Is it well organised? Is there an index? Does it have an answer key? Does it help you save preparation time?)
E-Extras (Are there additional materials, such as workbook, cassette, teacher's notes or separate teacher's book? How helpful are these extra materials?)
R-Realistic (How authentic is the communication in the book? Does the language seem true-to-life and current?)
I-Interesting (Is the book likely to be interesting for your learners? How do the topics relate to their lives? Just as important, is it interesting to you?)
A-Affordable(Is the book affordable? Is it worth the price that learners, parents or the school will have to pay?)
L-Level (Is the level suitable for the class you are teaching?)
S-Skills (Does the book cover all the skills you want to teach (listening, speaking, reading, writing) in a way you want to teach them? Does it match your institution's syllabus?)
3) What is a coursebook?
Here are metaphors suggested by teachers from different contexts:
A cousebook is…

| A recipe | a holy book | a springboard | a compass |
| A straitjacket | a survival kit | a crutch | a supermarket |

a springboard - трамплин
A straitjacket   -смирительная рубашка
a survival kit – ранец или сумка для выживания
a crutch – костыль, опора, поддержка

- Key
- Guide (guideline)
- Candle
- Driver
- Fridge

- Door

Task1 What does each of the metaphors mean? In what sense can a course book be said to be "a recipe", for example?

Task 2. Which of them can you identify with most closest

Task 3. What would be your own metaphor for a course book?

4) Why teachers and learners need a course book?

a) A course book is a map. It shows where one is going and where one has been.

b) It provides language sample

c) It offers variety

5) Why learners need a course book?

a) It defines what is to be learned and what will be tested.

b) It reinforces what the teacher has done and makes revision and preparation possible. It thus offers support for learning outside class.

6) Why teachers need a course book?

a) It provides a structure for teaching.

b) It saves time. To prepare materials from scratch for every lesson would be impossible.

c) It offers linguistic, cultural and linguistic support.

d) It is easy to keep track of what you have done to tell others where you have reached.

7. Should the teachers change materials(coursebooks), what,how,when,why?

Choosing a coursebook.

Task 2.1.

Imagine yourself in one of these situations; what kind of information would you need in order to make a decision.

a) You have just been appointed Head of English Department in a new secondary school. In order to ensure that books are available when the term begins, they need to be ordered now. It's your decision what to order.

b) This is your first year as Director of language school, which has intensive courses for teenagers, who is preparing for entrance exams to the High schools. It's your responsibility to decide which books will be used.

Learner factors: 1.age range

1. proficiency level in the target language
2. first language
3. academic and educational level
4. socio-cultural background
5. occupation
6. reasons for studying the target language
7. attitudes to learning
8. previous language learning experience

9. language learning aptitude
10. general expectations (of the course, textbook, teacher)
11. specific wants
12. preferred learning styles
13. sex distribution
14. interests

Teacher factors:
1. language competence
2. familiarity with the target language culture
3. methodological competence and awareness
4. experience of teaching the kind of learner for whom the materials are being selected
5. attitude to teaching and learners
6. time available for preparation
7. beliefs about teaching- learning, preferred teaching style, method

Institution's factors:
1. level within the educational system (kindergarten, primary, secondary, tertiary)
2. public (state)sector versus private
3. role of the target language
4. time available for the study(per week, per academic year)
5. timetable(whether the language is typically taught in single or double lessons or after lunch, at the end of the day)
6. class size
7. physical environment(classroom size, flexibility of seating, acoustics)
8. additional resources available (cassette/video recorder, overhead projector, photocopier, computers)
9. aims of the programme
10. syllabus
11. form of evaluation
12. decision- making mechanisms and freedom given to teachers

Lesson 2. Methods of analysis and evaluation.

3 basic methods can be discerned in the literature on textbook evaluation.
1) Impressionistic method
2) Checklist method
3) In-depth method.
1) Impressionistic method
It is concerned to obtain a general impression of the material. The method involves:
- glancing at the publisher's "blurb"(рекламное объявление)(brief description of the book on the back cover) and at the contents page (for an indication of syllabus-type and coverage)

- skimming through book looking for organization, topics, layout and visuals.

Stevic proposes techniques of Impressionistic evaluation which involves:
3 qualities (strength, lightness and transparency),
3 'dimensions'(аспекты, мера) (linguistic, social and topical) and
4 essential 'components' of lessons (opportunities for language use, sample of language, exploration of vocabulary and exploration of phonological, orthographic or grammatical form).
While the three qualities of strength (essentially, pay-off for the learner), lightness (e.g. learn ability, lesson length) and transparency (e.g. clarity of organization and presentation) and assessed impressionistically, by browsing, the dimensions and components lend themselves to much more systematic evaluation, a socio – topical matrix being suggested for this purpose.

2. The checklist method.

Checklist method is not a watertight category. Checklist consists of a list of items which is 'referred to for comparison, identification or verification'. Checklist has at least four advantages:

1. it is systematic, ensuring that all elements that are deemed to be important are considered

2. it is cost effective, permitting a good deal of information to be recorded in a relatively short space of time

3. the information is recorded in a convenient format, allowing for easy comparison between competing sets of material.

4. it is explicit, and, provided the categories are well understood by all involved in the evaluation (see Chambers 1997), offers a common framework for decision – making.

3. The in-depth method

1. Representativeness of samples: the samples (e.g. exercises, lessons, units) selected for analysis may not be representative of the book as a whole, and this may therefore distort any judgment.

2. Partiality: because in-depth analysis is normally narrowly focused (being based either on a particular section of the material or on or more threads running through it), it gives only a partial insight into what the material offers.

3. Time and expertise required: some proposals for in depth evaluation would involve a good deal of time; others require expert knowledge (e.g. of language description) that is not available. Thought it can be argued that the time spent on evaluation is well spend if a potentially unsuitable textbook is rejected, there may be more economical ways of arriving at this decision.

Vs	CRITERIA	MS	VMP
	PRONUNCIATION CRITERIA		
	1.Completenes of presentation		
	2. Appropriateness of presentation		
	3. Adequacy of practice		
	GRAMMAR CRITERIA		
	4. Adequacy of pattern inventory		
	5. Appropriate sequencing		
	6. Adequacy of drill model & pattern display		
	7. Adequacy of practice		
	CONTENT CRITERIA		
	8. Functional load		
	9. Rate & manner of entry & re-entry		
	10. Appropriate of contexts & situations		
	GENERAL CRITERIA		
	11. Authenticity of language		
	12. Availability of supplementary materials		
	13. Adequate guidance for non-native teachers		
	14. Competence of the author		
	15. Appropriate level for integration		
	16. Durability		
	17. quality of editing & publishing		
	18. Price & value		

1. CLOSE EVALUATION USING A CHECKLIST

1.1 Approaches to checklist design

For the evaluator who wishes to carry out a close evaluation using a checklist, there are probably three basic options, each of which might be combined with one or more of the others. These are set out in Task 3.1, below.

Task 3.1

What do you see as the pros and cons of each of these options?

A. borrow and adapt: look at all the checklists available, published or otherwise.

Choose the one that looks most suitable. Make any modification to continent or format that seem necessary.

B. Originate: Brainstorm ideas for a checklist (content and format).

C. Research: Find out what end – users (teachers and learners) consider to be important.

We will return to this question towards the end of the chapter.

The following is a list   possible steps in the design of a checklist for close evaluation of materials.

Step1. Decide general categories within which specific criteria will be organized.

 Step2. Decide specific criteria within each category.

Step3. Decide ordering of general categories and specific criteria

Step4. Decide format of prompts and responses.

Not everyone would go about this in the same way. For instance, Tomlinson (1999) states that he finds it helpful first to generate specific criteria by brainstorming beliefs about the principles on the which the materials should be based, and then to sort these criteria into categories. In thinking about materials he we teach himself, he notes, he draws on his own beliefs about language learning; if he were evaluating course materials for use in another country, he would take into account what he knows about the norms in that country.

 Task3.2, below, encourages you to do some preliminary thinking about categories, criteria and format for close evaluation. The design process as a whole is then discussed in more detail.

 Grant (1987) states:

The perfect textbook does not exist, but the best book available for you and your students certainly does. Such a book should satisfy three conditions:

It should suit the needs, interests and abilities of you students

It should suit you. (The best book in the world won't work in your classroom if you have good reasons for disliking it.)

The textbook must meet the needs of official public teaching syllabuses or examinations

(Grant 1987: 118).

   The three conditions are then amplified in the from of three checklists, each containing ten questions.

Task3.2

Imagine that, like Grant you Decide your devise your own checklist in order to asses the suitability of a book for your own us with a class o students you know well a situation where there is an official syllabus and/or where students will take a public examination at the end of the year.

 1. draft for items in each of the following categories (twelve items in all);

A. suitability for students

B. suitability for teachers

C. suitability for situations

You will need to think about whether the items should be in the form of questions or statements, and that king of response owld be appropriate.

> 2. Appendix 3.1 contains extracts from Grant's three-part questionnaire. Compare the items you have devised with those of Grant; how similar are they? Do you think all Grant's question are

appropriate to the categories in which they appear? What further question might you want to ask in each of these categories?

3. what do you think about the format of Grant's questionnaire (e.g. number of questions (ten per section); ordering of questions within sections – insofar it is possible to judge this from the extracts; response format; scoring system)?

EVALUATING AND SELECTING COURSE BOOKS
Objectives:
- to help participants develop criteria for evaluating course books
- to give participants an opportunity to apply their own criteria in selecting course books

Lead-in

Objective: to uncover current practices of choosing and using course books

Time: 10 min

►Procedure:

☺ (5 min) Ask participants the following questions and elicit answers after each question:

1. What materials do you use to teach your students?

2. Do you have to use certain course books in your institution? What are they?

3. Who chooses the books you use in your teaching?

Possible answers:

1. Books, magazines, newspapers, songs, etc.

2. Some teachers have to use certain textbooks (e.g. course books by Arakin or Bonk), while others do not stick to a certain textbook and are free to choose any material they like.

3. Teachers themselves, students, head of the chair, dean, vice-rector.

(5 min) Establish that in some institutions and disciplines teachers can choose the course book they want to use and in others they have to keep to the course book prescribed by the authorities (chair, faculty, the Ministry of education, etc.). Tell participants that in any case they should be able to evaluate and select course books, especially now when teachers (through PDCs, British Council library, UzTEA Resource Centres, Macmillan Publishers and others) have more access to modern course books like Headway, Inside Out, Reward etc. However, not many teachers are able to evaluate and select the course book which will suit their needs. This session will focus on exploring criteria for evaluating and selecting course books.

Activity 1 Evaluating course books

Objective: to help participants develop criteria for evaluating course books

Materials: 6 copies of each course book: Inside Out Pre-intermediate, Reward Preintermediate, Natural English, True to Life Upper-intermediate, Culturally

Speaking Intermediate, 5-6 sheets of A4 paper, markers

You can choose any other modern course books but it is recommended to give no more than 4-5 different titles to the whole class due to time constraints.

►Procedure:

☺(10 min) Distribute one copy of a modern textbook to each participant and ask them to review the course book and make notes on the following question:

~ Do you think this course book is suitable for your students? Why?/Why not?

☺☺☺(5 min) Ask participants who have reviewed the same textbook to form a group and compare their notes and share their opinions about this book.

☺☺☺(10 min) Distribute A4 paper and ask groups to make a list of the criteria they have used for evaluating their textbook, for example, relevant to students' level of English, students' age and interests etc.

☺(10 min) Ask groups to present their list of criteria to the whole class.

Summarise the activity by saying that criteria for evaluating and selecting course books are developed in relation to a variety of factors: students' age and ability, their needs and interests, learning objectives, context etc.

Activity 2 Selecting textbooks for a specific group

Objective: to give participants an opportunity to apply their own criteria in selecting textbooks for the classrooms

Materials: handout 1, the same 6 copies of each 4 different course books (Inside Out Preintermediate, Reward Pre-intermediate, Natural English, True to Life Upperintermediate, Culturally speaking Intermediate) from Activity 2.

►Procedure:

☺☺☺(10 min) Ask participants to work in the same groups as in Activity 1. Distribute one strip (A, B, or C) from handout 1☿ per group and at least one copy of 3 other course books.

Ask groups to evaluate the course books and select a course book for the specific group described in the handout. Ask them to be ready to justify their choice.

☺(10 min) Ask groups to present their students' profiles, the course book they have chosen and explain their choice.

Possible answers:

A. Inside Out Pre-intermediate: this book provides over 90 hours'
teaching material which consists of 20 units. Each unit can be covered
within 4-5 hours which will enable the teacher to change topics every
week. After each 4 units the book provides review tasks which might be
used as a progress test. The book provides plenty of opportunity to
practice all four skills. However, there is not much focus on reading and

grammar. So probably a teacher will have to supplement the book with extra reading and grammar exercises.

B. Reward Pre-intermediate provides a grammar-based syllabus of minimum of 70 hours' work. It provides some opportunities for practising all four skills. The book is colourful and easy to follow. However, there are no extracts from fiction.

C. True to Life Upper-intermediate: the book is suitable for adults.It consists of 18 units providing upwards of 72 hours of class work, extensive opportunities for practising grammar and vocabulary through speaking; lots of reading materials.Though it provides a wide range of tasks to develop writing skills it does not specifically focus on argumentative and descriptive essays.

D. Culturally Speaking Intermediate: the goal of the book is to get students to speak and act comfortably in a new culture, thus it offers lots of role-plays, discussions etc. The book is suitable for all learning styles, but it is black and white and thus not very attractive. Besides,the instructions to the tasks are usually long and not straightforward.

☺ ☺ ☺ (5 min) Ask participants to add any other criteria that could be useful in evaluating course books.

☺ ☺ ☺ (5 min) Draw the diagram below on a flipchart and summarise the criteria for choosing course books. State that textbooks can mainly be evaluated according to the layout (colourful or black and white, with pictures or not, clear instructions, etc.) content (what it is focused to develop: grammar, vocabulary, speaking, etc.), recommended mode of interaction (individual work, pair work, group work, etc.), activities (communicative, noncommunicative), texts (authentic, semi-authentic, non-authentic), time (outdated, up-todate). But the main criterion which should be taken into consideration is the learners' needs which are at the core of all other criteria.

Content Layout and design(colourful, pictures, etc.)

(grammar, vocabulary, reading, writing, speaking, listening, cultural content) Activities

Mode of interaction(communicative/(individual, pair/group work) Texts non-communicative) (authentic/non-authentic)

Learners' needs

☺ (5 min) Establish that no textbook is ideal. Authors of ELT textbooks might be leading professionals but they will not know about your context, or the specific needs of your learners. Teachers should acknowledge this and as a result they have the right to evaluate the textbook against their own criteria and based on this evaluation select or adapt the materials.

Summary

Establish:

Course books should be evaluated against your learners' needs.

There is no perfect course book that will contain everything you need.

EVALUATING AND SELECTING COURSE BOOKS

Activity 2, Handout 1, Profiles of students

A.

You teach a group of first year students in the English Philology Faculty at the Uzbek State World Languages University in Tashkent. The subject you teach is Practice of Oral and Written Speech. The class lasts 4 hours once a week (100 hours per academic year). You should have a progress test (oraliq nazorat) each month. You prefer to discuss one topic a week. You want your students to have integrated skills classes but with greater focus on reading.

B.

You teach a group of first year students of the Faculty of Economics at The National University of Uzbekistan. You have classes once a week for 2 hours – with 80 total contact hours over the year. You want to focus on a grammar point each lesson and to base your syllabus on a course book. Your students want to develop their grammar and vocabulary and their listening and reading skills. They are interested in reading extracts from English literature. You have done a survey and found out that most of your students are visual learners.

C.

You have been selected as a tutor to a group of students who are preparing to take part in an English language competition. The tasks in the competition will consist of a grammar and vocabulary test, reading a text aloud and answering questions, writing argumentative and descriptive essays. They are mainly third-year students.They will have classes with you 4 times (8 hours) a week over 2½ months.

D.

You are teaching at a private language school in the evenings. Most of your learners are adults who come to the class after their work. Most of them want to go abroad. They need to know how to survive there. They want to develop their speaking and writing skills in order to be able to communicate freely in a foreign country. In your group there are people of different learning styles. They do not like long instructions as they do not like reading very much.

TOPIC 3. Designing learning materials

Adapting learning and teaching materials.
Introduction word:
1. We learned to choose coursebook, what factors influence, what methods used, we are good coursebook Evaluators. Now it's time to look at the materials. By the way how are you going to work with cousebook materials. Would you use them unchanged. Why, when

2. Speak about the role of teachers. One more role is material designer or adapter.

3. When we(teachers) have established the objectives of the lesson and have chosen the method with which we can get to these objectives, it is time for teacher to take a closer, more critical look at the materials. Teachers should be able to distinguish between **relevant** (that can be used unchanged) and **irrelevant** (inappropriate to the objectives of lesson or to learners) materials. According to some factors teachers have to omit, replace or change textbook material. Let's look at these factors first.

4. Quotation from Madsen & Bowen. "Every teacher is in a very sense an adapter of the material he uses employing one or more of a number of techniques: supplementing, editing, expanding, personalizing, simplifying, modernizing, localizing or modifying cultural/ situational content"
FACTORS THAT INFLUENCE ON MATERIALS selection

- objective of the lesson (activity) (f.e. to provide practice in the use of past tense questions)

- method ()

- content/ topic

- learner level/ age/ interests/cultural background

- time

5.If these factors do not allow us to use the material as it stands we should adapt them. So, what is adaptation?
(Slaid)ADAPTATION. (переделка) the process of changing something so that it can be used for different purpose.
Before adapting the materials teachers should answer to these 3 questions : (slaid)

4. What does the exercise/activity get the learners to do?

5. What do I want the learner to do?

6. How can I get the exercise to do what I want to do for the learner?

(slaid) Let's look at this exercise. A mechanical transformation exercise practicing demonstratives, intended to be done individually in written form.
Task: Change the following sentences as in example.
Example: This is my book – These are our books.

1) This is my pencil.

2) That is his bag.

3) This is her doll.

4) That is your cap. (Do in pairs, consider your own objective, method, and change the exercise)

6. (slaid) The purpose of adaptation
- to make the material more suitable for the circumstances in which it is being used, i.e. to mould it to the needs and interests of learners, the teachers own capabilities and such constraints as time.

- To compensate for any intrinsic deficiencies in the material, such as linguistic inaccuracies, out of datedness, lack of authenticity, lack of variety.

The adaptation may be in the form of :
adaptation as addition,
adaptation as change.
ADAPTATION AS ADDITION can be in the form of **extemporization, extension, exploitation**
The most natural form of adaptation is **extemporization,** (a spontaneous response of the teacher to a problem or an opportunity). Extemporize(импровизировать) means perform or produce something without preparing or practicing
This might take such forms:
- Substitution (замена)of familiar example for the unfamiliar (items of fruit or vegetables)

- Paraphrase of textbook instruction or explanation that has not been understood

- Reference to previously taught items (structures, vocabulary, phonemes)when teaching new items

Extension (something added to smth long)refers to the provision by the teacher of additional material (further examples of a rule or further items of exercise) in order to enhance understanding or learning. Extension means "more of the same"
Exploitation (эксплуатация. Использовать в своих интересах, the process of making use of something so that you gain as much as possible from it**)** is the creative use of what is already there (text, visual, activity) to serve a purpose which is additional to the main one. F.e. text may be accompanied by a photograph and some questions which are intended to develop comprehension skills and linguistic resourses, but a teacher might use them for additional purposes (picture can be used for illustrating the theme, for predicting content or for activating vocabulary).
ADAPTATION AS CHANGE

Principles motivating change:

- *Localization:* recognizing the need for contextual relevance

- *Personalisation:* increasing the relevance of contentin relation to learners' interest, their academic, educational or professional needs; drawing on learners' lives and exploiting their knowledge and interests to devise examples and activities which are about them

- *Individualisation:* addressing the learning styles both of individuals and class

- *Modernization:* changing what seems out of date

- *Simplification:* procedures designed to make things easier (editing of texts to reduce linguistic difficulty and modifications to tasks)

Hometask: Take a unit from a coursebook (Arakin Part 1 Lesson 10)Work with it

LESSON 6 DESIGNING WORKSHEETS

Worksheets are designed to facilitate learning through activity. Their function is to raise awareness of how language works through an activity of some kind and to provide additional practice.

When teachers are preparing a worksheet there are some general issues that need to be addressed.

1. awareness raising or practice? (if the worksheet raise awareness of systematic features of language or to extent to which rules are variable or if the worksheet provide opportunity to apply what learners know).There is no automatic transfer from awareness to the ability to use, there is certainly likelihood that increased awareness will lead to increased proficiency. When we try to to carry-over from awareness-raising activities to production, we should be cautious,our learners have little opportunity for daily exposure to the target language in real life situations

2. Accuracy or fluency? (worksheets which require learners only to respond to what is given(e.g. sequencing, matching. Selecting) or are close –ended (e.g. certain types of gap filling or transformation exercises)and other types of activity which develop fluency

3. Practice or testing?

4. Differentiation or motivation?(how to cope with problem of differences in proficiency levels within a class.)

5. Layout (questions on p.96)

6. Evaluation?(how to evaluate the effectiveness of worksheets). Here teachers pay attention to the level of difficulty, how learners engage in the task, progress through exercises, at what points they slow down.

DESIGNING GRAMMAR EXERCISES
Grammar has two pbjectives:
1. to transmit knowledge

2. to facilitate skill development

A learner needs:
1. to know what various components of the structure are & how to combine them.
2. ability to put correct components together quickly
3. to know what the structure means & when it is appropriate to use it
4.ability to use it spontaneously & appropriately

TOPIC 4. Classroom management

TOPIC 5. Importance of assessment in learning process

Assessment is an ongoing process aimed at understanding and improving student learning. It involves:
- making our expectations explicit and public;
- setting appropriate criteria and high standards for learning quality;
- systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards;
- and using the resulting information to document, explain, and improve performance.

When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education. (Angelo, 1995, p 7)

Distinguishing formative and summative assessment
Assessment is usually subdivided into two categories, often known as summative assessment and formative assessment.

➢ Formative assessment has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment. Formative assessment is designed to assist the learning process by providing feedback to the learner, which can be used to highlight areas for further study and hence improve future performance. Self and diagnostic assessment are types of formative assessment with specific purposes. (Computer based test, which provides feedback on areas of weakness, an essay which is annotated with the lecturer's comments, but no overall mark) Formative assessment on the other hand allows the students and other interested parties to form a more detailed opinion of their abilities, which can then be used to inform further study, concentrating students' efforts on the more appropriate areas and hence improving overall performance.

➢ Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme. Summative assessment is for progression and/or external purposes, given at the end of a course and designed to judge the students' overall performance. (IQ tests, driving tests, traditional examinatins)

Formal or informal

➢ Formal assessments are where the students are aware that the task that they are doing is for assessment purposes. Formal assessments are perceived to be 'fairer'. Criteria tend to be more explicit and have less room for bias. Students know they are to be assessed and behave accordingly. However, such assessments can induce stress sometimes causing students to perform less well; others may cram and perform well, but without deep understanding.

➢ With informal assessment the judgements are integrated with other tasks. Informal assessments can reduce stress, and give a more valid view of students' abilities, however some students may feel 'cheated' out of their chance to shine. There can also be problems with hidden prejudices and stereotypes influencing the judgement of the assessor when informal assessments are used.

Final or continuous

➢ Final (terminal) assessment is that which takes place only at the end of a course while continuous assessment is scattered throughout the course.

➢ The primary advantage of final assessment is that it is simple to organise and condenses the assessment process into a short space of time. This means, however, the timing of the examination becomes of great importance. Illness at an unfortunate time can unduly influence the result. Furthermore final assessment cannot be used for formative purposes.

➢ The main advantages of continuous assessment are that both students and lecturers obtain feedback from the process which can then be used to improve teaching and learning, and the final result is based on evidence gathered over the span of the learning period. Disadvantages include the increased workload inherent with this mode of assessment, and difficulties associated with students from different backgrounds tackling the same material and being assessed in exactly the same way.

➢ Final assessment may be appropriate where there is evidence that learning each new field of study contributes to the understanding of every other, and hence learning can only be assessed as a complete whole rather than as constituent parts. Continuous assessment is more appropriate where student feedback is required and a series of pieces of information are required across the course to build up a picture of students' abilities. Computer-assisted assessment (CAA) can provide a powerful means of continuous assessment, providing rapid and detailed feedback to students and academics about the learning process

Process or product

➢ With the rapidly changing nature of modern society, increased emphasis is being placed on skills and abilities rather than knowledge. It is therefore important to consider whether you wish to assess the product of student learning, or the process undertaken.

➢ Product-driven assessments are usually easier to create, as the assessment criteria tend to be more tangible. They can also be more easily summarised. Process-based assessments however can give more useful information about skills, and can highlight to students the importance of learning generalised techniques rather than specific knowledge. Some students do see process-based assessments as unfair 'How are we supposed to write an essay on Quarks when you haven't taught us about them?'. Therefore, the reasons for assessing in this manner, the criteria that will be applied, and what will be considered evidence must be explained carefully to students.

➢ Process-based assessments are best where the learning is skill or ability-based, while product- based assessments are best where the knowledge content of the course is fundamental. Most assessments are mixtures of the two forms. The balance is critical in ensuring that the assessment is fit for the purpose

Convergent or divergent

Convergent assessments are those which have one correct answer that the student is trying to reach. Divergent assessments appreciate a range of answers based on informed opinion and analysis. Convergent assessments are generally

easier to mark - both by automated and human means. They tend to be quicker to deliver and give more specific and directed feedback to individuals and can also provide greater curricular coverage. However, they can be limited in scope and can occasionally degenerate into a 'quiz' of facts about the area of study. There is also a temptation to only test that which is easily translated into a convergent form.

CAA is an increasingly common form of convergent assessment. Computers offer particular advantages in extending the scope and authenticity of convergent assessments, however good questions and tests require skilled design and construction. Divergent assessments can be more authentic, and make it easier to assess higher cognitive skills. However, they can be time consuming to set and mark. They also require greater marking skill than convergent assessments, this can involve training markers and/or detailing criteria.

➢ Where knowledge is the primary issue, convergent assessments can be very useful. Because of their wide curricular coverage, they can be very important in formative assessment to quickly and effectively highlight areas of weakness and gaps in students' knowledge. Where there is a core of knowledge that is a fundamental base for the study of the subject, convergent assessment can be an effective way of ensuring that it is in place. CAA is often used to provide broad and rapid assessment of students' knowledge, it can effectively identify gaps in students' knowledge using statistical analysis and reports. Divergent assessments by contrast are best suited when there may be a difference of opinion based on interpretation. This is most obvious in an area such as literary criticism, but can also be important in a medical diagnosis for example. A divergent assessment - requiring students to explain the basis for their diagnosis - can check students' reasoning, and uncover misapprehensions that they might be under. It also allows for valid diagnoses that may not have occurred to the question setter.

Purposes of assessment

Assessment serves a number of purposes. The main purpose of summative assessment is to measure student learning in a way that recognises it through the award of credits or equivalent (the combination of which can then lead to a named qualification). However, of equal importance is the recognition that assessment should also be an integral part of learning, or that summative as well as formative assessment can, and does, facilitate student learning.

To ensure that the communication is as honest as possible it is crucial to make sure that the assessment is both valid - in that it tests a relevant skill or ability, and that it is reliable - in that the same result would be achieved if you repeated the assessment

For the student, individual pieces of assessment provide a source of motivation for study; they promote learning by providing feedback on performance and help students to identify their strengths and weaknesses.

For the lecturer, assessment provides an opportunity to evaluate the knowledge, understanding, ability and skills attained by different students. The overall profile of student performance offers useful information for assessing the effectiveness of course content and teaching methods, thereby facilitating improvement.

For the institution, assessment provides information upon which decisions as to students' progression and the receipt of awards may be based. The assessment process enables the institution to ensure that appropriate standards are being met, in accordance with nationally agreed frameworks, such as subject benchmark statements and the frameworks for higher education qualifications. Information generated by assessment, such as mark or grade distributions, forms a valuable tool for quality assurance and enhancement.

Fundamental principles of assessment

Validity and reliability.

Although validity and reliability are separate entities it makes sense to consider them together because jointly they define the overall quality of assessment. Conventional wisdom suggests that a valid test must always be reliable, although this is being challenged in some quarters. A valid assessment is one which measures that which it purports to measure, while a reliable assessment is one where the same results are gained time after time.

A valid assessment is one which measures that which it is supposed to measure. For example, a Physics assessment which insisted that answers had to be written in German would not be a valid assessment as there is a good chance that you would be testing students' knowledge of German rather than their abilities in Physics. It is important when designing an assessment that you consider whether it does actually assess what you intend it to. There are several different types of validity and it is worth considering each of these in turn.

Curricular (content) validity

The first overarching form is curricular validity - ensuring that the aims of the curriculum are in keeping with what the students need to know. Without curricular validity, not only is the assessment quality doubtful, but calls into question the quality of the whole course. Ensuring curricular validity means ensuring that the learning objectives for the course are closely related to the desirable outcomes of a successful student.

Construct validity

Construct validity is essentially how closely the assessment relates to the domain that you wish to assess. Most assessments require broadly based skills beyond the subject domain (e.g. the ability to read questions involving technical terminology, to construct an essay, even the ability to turn up to the exam hall on time). Some of these skills can be validly included as part of the assessment as they could be considered to be implicit criteria within the learning objectives, while other skills may not be. For example, a CAA which required a high level of information technology skills would be inappropriate if you were testing students' ability to read geological maps. Ensuring construct validity means ensuring that the assessment content is closely related to the learning objectives of the course.

Predictive validity

Predictive validity suggests that predictions made on the basis of the assessment results will be valid. For example you might predict that someone who scored an A in Biology (at A-level) might perform better in a degree course in Biology than someone who failed. If that is the case, then the assessment can be considered to have predictive validity. This type of validity is most important when the primary purpose of the assessment is selective. Ensuring predictive validity means ensuring that the performance of a student on the assessment is closely related to their future performance on the predicted measure.

Reliability

A reliable assessment consistently gives the same results under identical circumstances. A physics assessment which gave the same candidate three different grades on three consecutive occasions, without any substantive change in the candidate's abilities in-between, would not be a reliable assessment. It is important when designing an assessment that you consider whether the results achieved will be consistent. There are several different ways of measuring reliability.

Test-retest reliability

Test-retest reliability is the correlation between candidates' attempts at the same test. Where there is little test-retest reliability, the people who did well first time round may not do well second time round. Obviously this is an important consideration as it suggests that some element of the measure may be due to chance rather than actual skills, ability and knowledge.

Parallel forms reliability

Parallel forms reliability is the correlation between candidates' attempts at two tests which are supposed to be identical. Where this type of reliability is lacking, there is evidence that the tests are testing different things; suggesting that one or both are not testing the pre-defined knowledge and skills - or domain- intended.

Internal consistency

The internal consistency of a test is essentially a pseudo-measure of reliability. Most of the time we do not have the luxury of constructing two separate tests, or testing the students twice. Internal consistency is designed to measure what would have happened had we done that. It is essentially the correlations between the test items. It can be thought of as an estimate of the correlation between the test that was actually delivered, and all of the other possible tests that might have been constructed using those items.

REFERENCING

The referencing of an assessment is the basis of the judgement. There are three main ways of referencing: against peers (norm-related referencing), whereby the judgement is essentially a comparison between the student and other people; against objective criteria (criterion referencing) where the judgement is a comparison between the student's abilities and the contents of a pre-defined domain; and against the student her/himself (ipsotive referencing) where the judgement is a comparison of the student's performance on one area as against prior performance, or performance on other areas.

Norm-related referencing

Norm-related referencing is the comparison of individuals with their peers. This was popular through the mid-20th century, but has become rather unfashionable in modern testing. It can be useful for selective purposes (e.g. for the distribution of a scholarship to the 5 best students, or extra tuition to the 5 which are struggling most), but gives little information about the actual abilities of the candidates.

Norm referencing

Classic norm referencing involves delivering a test to a representative sample of the type of students that you wish to assess, and developing norms based on the results. These norms are then used to grade subsequent groups of students. This can lead to anomalies where the group on which the norm was based becomes very different from the group that is currently taking the examination. This type of referencing is normally credited with maintaining standards across time

however, as the curriculum and intake changes, these will not be reflected in the assessment leading to unreliable results.

Cohort referencing

Cohort referencing is similar to norm referencing, however, it takes the subgroup of candidates attempting the assessment as its base-line. Under this type of referencing, the highest results are given to students who attain the best marks relative to their peers who also took the assessment at the time. Unless you can be confident that the intake remains unchanged, this makes for unreliable comparisons across student groups, particularly where the cohort is small. Attainment of a high grade can be as dependent on the performance of the other students taking the assessment as on your own performance.

Criterion referencing

Criterion referencing is a comparison of an individual with pre-defined criteria. It can be used for both formative and summative purposes, both highlighting areas of weakness and determining whether candidates have achieved an acceptable level in the areas they are expected to know about. Results can often be misinterpreted, particularly by those who are more familiar with the older, norm (related) referencing. It must be made clear to users of the assessment data that the criteria for success is performance against learning objectives, rather than performance against other students.

Ipsotive referencing

Ipsotive referencing is a comparison of an individual against him/herself. Although generally unsuitable for selective purposes, Ipsotive referencing can be extremely useful for diagnostic or formative purposes.

Difficulty (facility)

The difficulty of a question (or mark point) can be thought of as the proportion of students who get the question correct. In order that students are separated out as much as possible it is desirable for assessments overall to have a difficulty level of about 0.5 - so that the mean mark is roughly half of the marks available.

Where one question in an assessment carries a high proportion of the marks (e.g. a 25 mark essay question on a paper worth 40 marks), it is desirable for the difficulty level of that question to be close to 0.5. In contrast where an individual question is worth a lower proportion of the marks, it is quite acceptable for it to have a higher or lower facility value.

Where a test is comprised of many questions, each worth a low proportion of the total marks available, it is desirable to have questions which vary in difficulty,

so that candidates at all points of the ability stratum may be fully tested . It is, however, undesirable for questions to have facility values above 0.85 or below 0.15.[1], because at this level they are contributing little to overall measurement. The closer the questions come to having a facility value of 0.5, the more they are contributing to the measurement of the candidates.

Discrimination

Discrimination is a measure of how well the question distinguishes between students - and thus how much information the question is providing. There are several methods used to calculate the discrimination of a question, the most common being the Pearson product- moment correlation between the question and total score. This measure assumes unidimensionality. Where this is not the case and the test is designed to examine more than one content area or skill, it may be better to use the correlation between the question and the total of other questions within the same domain as a measure of discrimination.

Being essentially a correlation, question discrimination can vary from +1.0 (where there is a perfect relationship between those who score high marks on the question and those who score high marks on the test) to -1.0 (where there is a perfect *inverse* relationship between those scoring high marks on the question and on the test overall).

In general question discrimination should be positive, unless there is good reason to suppose that the assumption of unidimensionality has been violated. In such a case, question discrimination should be positive within the sub-domain that the question tests, or (if it is the only question representing the sub-domain) with another more representative indicator of performance.

Negative question discrimination with a valid criterion should always be regarded as suspect, however, there is no upper limit for this statistic: the higher the correlation, the better the question discrimination, the better the question. In general values below 0.2 are weak, and values above 0.4 are desirable. It should be noted that questions with lower maximum marks, and those with extreme difficulty levels have less potential for variance than those with higher maximum marks, and hence are likely to have a lower discrimination **GRADING**

Grading involves comparing a student's performance with a pre-defined set of standards.

The two types of grading most commonly in use are norm referenced grading, where the candidate's performance is compared to other people who are considered to have 'set the standard', and mastery learning where the candidate's performance is compared with a set of learning objectives.

In practice most types of grading involve combining the two types.

TOPIC 6. Assessing receptive skills (LISTENING & READING)

Objectives:

- to explore current practices of testing and assessing receptive skills
- to explore other ways of testing listening and reading skills
- to identify good practice in testing reading and listening

Lead-in

Objective: to uncover the current practice of testing and assessing receptive skills

Time: 5 min

►Procedure:

☺(5 min) Refer participants to the sessions on Teaching Reading and Authenticity.

Ask them what kind of reading subskills they remember. Elicit scanning, skimming, reading intensively. Ask participants the following question:

~ How do you test or otherwise assess your students' reading and listening skills?

- Elicit random answers.

- Establish that in our context reading skills are regarded as a tool for testing other skills like writing, speaking, pronunciation, etc. through such tasks as 'read and retell the text', 'read aloud', 'read and learn by heart'. Reading skills such as scanning, skimming and reading intensively are not tested. Testing listening skills is not very popular because of the lack of resources. Tell participants that this session focuses on testing listening and reading skills.

Activity 1 Testing reading skills

Objective: to let participants explore characteristics of a good reading test

Materials: handout 1

Time: 30 min

►Procedure:

☺(5 min) Distribute handout 1⍓ and ask participants to do the reading test.

☺(5 min) Check the answers.

Suggested answers:

1.

Q1 The phrases from the second paragraph 'after eating sugary food', and 'some people feel tired' are the key phrases which help to answer this question.

Therefore, the correct answer is f).

Q2 The correct answer to this question comes from the sentences 'Alcohol might make you feel good … but long term is likely to lead to irritability.' So the correct answer is e).

Q3 The last paragraph contains the correct answer to this question. It says, 'vegetables like ….. can help improve intelligence' [text], so the correct answer is a).

2.

Q1 The answer can be found in the second paragraph of the text. The key phrase is: 'the correct address for the headquarters was No. 4 Whitehall Place'. The correct answer would therefore be: 'No 4 Whitehall Place'.

Q2 This question asks you about the 'size' of the police force which refers to the number of people working for the police. Therefore you should look for numbers in the text. In this example, the correct answer is in paragraph 3: '1,000'.

Q3 This question also focuses on numbers. The number which relates to the year 1870, is 10,000. Therefore the correct answer is '10,000'. 3. b

☺☺☺(5 min) Put participants in groups of 5. Ask groups to study the tests and answer the following questions:

1. What reading sub-skills does each item test?
2. Do you actually have to read the text in order to answer the questions?
3. What kinds of texts (authentic or non-authentic) are used in the test?
4. What did you like and dislike about this test?

☺(5 min) Elicit random answers to each question one at a time and expand on them.

Suggested answers:

1. Task 1 tests skimming skills, task 2 tests scanning skills, task 3 tests knowledge of vocabulary rather than reading.

2. You have to read and use specific reading skills (scanning or skimming) in order to do the test; to do task 3 one does not have to read the whole text in order to find the antonym.

3. Tasks 1 and 2 exploit authentic (or semi-authentic) texts, while item 3 seems to be based on a non-authentic text.

4. Answers may vary.

☺☺☺(5 min) Ask participants to work in the same groups and make a list of characteristics of a good reading test.

Possible answer:

A good reading test:

~ focuses on reading sub-skills (scanning, skimming and reading intensively);

~ tests what it should test i.e. a reading test should test reading, not speaking or anything else;

~ uses authentic texts;

~ leaves little room for guessing;

~ contains only one correct answer per item etc.

☺(5 min) Elicit answers and write them on the board.

Establish that a good reading test focuses on reading sub-skills (scanning, skimming and reading intensively); it tests what it should test; uses authentic texts, tests reading in context etc.

Activity 2 Testing listening skills
Objective: to let participants explore characteristics of a good listening test

Materials: handout 2 (Jakeman V.& C.McDowell (1996). Cambridge Practice Tests for IELTS 1. Cambridge University Press. Listening Test 1. pp. 12-13.) accompanied by the cassette (Cassette 1, Side 1)

Time: 35 min

Preparation: Prepare the cassette so that it can be started from the right point

Procedure:

☺(15 min) Tell participants that now they will try to look into what a good listening test is. Distribute handout 2 $^\perp$ and ask them to listen to the recording and do the test.

Play the recording.

☺(5 min) Check the answers.

Answer key:

1. A
2. C
3. D
4. D
5. C
6. Prescott (must be correct spelling with capital 'P')
7. 41
8. Fountain (must have capital 'F')
9. 752239
10. £65

☺(5 min) Ask participants the following questions and elicit random answers:

1. What listening subskills does each test item test (What do test-takers have to do in order to get it right)?

2. Do you actually have to listen to the recording in order to answer the questions?

3. What kind of texts (authentic or non-authentic) are used in the test?

4. Is there any visual support to help listening?

5. What did you like and didn't like about this test?

Possible answers:

1.Most of the test items test listening for specific information.

Questions 6-10 test spelling skills as well.

2.Yes.

3.Semi-authentic or non-authentic.

4.Yes.

Even if the texts may seem to be non-authentic, tasks are taken from real life (e.g. calling Lost & Found office, describing an object, filling in personal details forms etc. Visuals help listening and make the test not boring and less frightening.)

☺ ☺ ☺(5 min) Ask participants to work in the same groups as above and make a list of the characteristics of a good listening test.

☺(5 min) Elicit answers and write them on the board.

Possible answers:

A good listening test:

~ focuses on listening sub-skills (listening for the main idea(s), listening for specific information);

~ tests what it should test;

~ uses authentic texts and tasks;

~ can be supported with visuals;

~ should require minimum output (e.g. writing) etc.

Establish that a good listening test focuses on listening sub-skills (listening for the main idea(s), listening for specific information etc.); it tests what it should test; uses authentic listening texts; is supported with visuals etc.

Summary

Summarise the session and establish that good reading and listening tests should:

~ test reading and listening subskills (scanning, skimming, listening for specific information etc.);

~ use authentic or semi-authentic texts and real life tasks;

~ include visual support;

~ require minimum output (e.g. writing)

TESTING RECEPTIVE SKILLS

Activity 1, Handout 1, Reading test samples

1. Read the text and match the questions 1-3 with the appropriate answers a-f. There is an example (0) at the beginning. There are more answers than you need.

Food for Mood

What you eat can affect how you feel, think and act. Let's look first at bad mood food. Keep caffeine down to one or two cups of coffee a day. More could make you anxious and depressed. A sugary snack will raise levels of brain serotonin almost instantly. This can give a short term high, but beware of let down. An hour or so after eating sugary foods, some people feel tired, unable to concentrate, even depressed.

Alcohol might make you feel good in the short-term but long-term is likely to lead to irritability, lethargy and depression. Damage to brain tissue may bring on forgetfulness, bad moods, confusion, inability to concentrate and sleep disturbance.

So what foods are feel-good enemies? Well, obviously, junk food, alcohol, caffeine, sugary cereals, snacks, sweets and drinks, and highly processed foods.

OK, so now let's take look at good mood food

Fruit and vegetables studies show people who eat more of these tend to be happier. Green leafy vegetables like asparagus, endive and spinach contain an amino acid, which can help improve intelligence, ease mental tiredness and fight depression.

Type of food and drinks	Effect produced
0 coffee	a) improved intelligence
Q1 sugary snacks	b) high temperature

Q2 alcohol	c) anxiety
Q3 vegetables	d) better memory
	e) irritability and depression
	f) feeling of tiredness

Answers

0 a b c d e f

1 a b c d e f 2 a b c d e f 3 a b c d e f

2. Read the text and complete the sentences below using 1-5 words. There is an example at the beginning (0).

Sir Robert Peel founded the Metropolitan Police in 1829. It was headquartered in a district known as Scotland Yard. Scotland Yard originally denoted an area of Whitehall that contained many government buildings.

When Sir Robert Peel located the new Metropolitan Police in Whitehall, the correct address for the headquarters was No. 4 Whitehall Place. The police station there had an entrance from Scotland Yard proper. The press always referred to the police as Scotland Yard, until the term became synonymous with the force itself.

Scotland Yard grew rapidly in its early years. In 1829 the total force was 1,000, but a decade later it was 3,350. By 1850 it was more than 6,000, and would increase to 10,000 by 1870.

The task of the Yard was extraordinary: it was to police crime in an area with a population of two and a half million people.

0 The Metropolitan Police, known as Scotland Yard, was established in __1829__ .

Q1 The address of the police headquarters was _____ .

Q2 In 1829 the size of Scotland Yard's total force was _____ .

Q3 By 1870 the police force had grown to _____ .

3. Read the text and find the antonym to the underlined word.

Theodore Dreiser, the great American progressive writer, was born in a poor family in 1871. He began to work for his living when he was sixteen. He had a number of jobs, and at one time was a newspaper reporter. As a reporter he gained a wide experience of life, which was a great help to him when he took up novel-writing.

a. happy

b. rich

c. deprived

d. friendly

TOPIC 7. Assessing speaking by CEFR

Objectives:

- to raise participants' awareness about the Common European Framework of Reference (CEFR)
- to discuss assessment criteria for speaking

Lead-in

☺(5 min) Ask participants the following questions:

~ Do your ever assess students' speaking skills?

~ What can be difficult about assessing speaking?

Possible answers:

~ Answers may vary

~ Speaking doesn't have a written record, it requires a teacher's full attention on one or two learners at a time etc

Activity 1 Assessing speaking

Objective: to let participants discuss speaking scales and criteria for assessing speaking

Time: 30 min

Materials: recording of a student's spoken answer

►Procedure:

☺(10 min) Ask participants the following question:

~ Do you have any level descriptors for speaking at your department? If yes,

what are they?

Possible answers:

~ Advanced

~ Upper intermediate

~ Intermediate

~ Pre-intermediate

~ Elementary

~ Beginner / Starter

- Put the scale on the board. The titles in the scale may be different but the main thing is that they correspond to different levels of spoken proficiency.

☺☺☺(5 min) Put participants in groups. Tell them that they are going to listen to a sample of students' speech. Ask participants to assess the student's answer according to the scale on the board. Play the tape .

☺☺☺(10 min) Ask participants to discuss their results in groups. Tell them to think what aspects of the spoken language they took into account and ask them to come up with the criteria for assessing spoken language. Ask the following question:

~ What aspects of spoken language did you take into account when you assessed the student's answer?

Possible answer:

~ fluency, accuracy, range of vocabulary, interaction, cohesion/coherence

☺(5 min) Collect the ideas from participants on the board.

Activity 2 Rating scales for assessing speaking
Objectives:
• to raise awareness of the CEFR for assessing speaking;
• to explore different types of activities to assess students' spoken language
Time: 20 min
Materials: handout 1 (scrambled band descriptors i.e. group 1 receives scrambled
Range descriptors, group 2- Accuracy, etc)
►Procedure:
☺(5 min) Tell participants that there are different rating scales developed by different educationalists for different purposes. Tell them that you are going to give them the Common European Framework of Reference that was developed to assess overall oral production. Tell participants that there are 6 levels in the scales that correspond to 6 levels of proficiency.
A1 corresponds to a beginner level (basic user);
A2 – elementary;
B1 – pre-intermediate;
B2 – intermediate;
C1 – upper intermediate (independent user);
C2 – advanced level (proficient user).
Write the corresponding letters against the levels on the board if appropriate. Tell participants that in the speaking scales there are 5 criteria in the CEFR i.e. Range, Accuracy, Fluency, Interaction and Coherence.
☺☺☺(5 min) Put participants in 5 groups and tell them that each group will receive a scrambled description of one of the criteria. Tell them that they will need to put the descriptors according to the levels of proficiency from A1 (beginner) to C2 (advanced) paying attention to the key words that help define the level of proficiency.
• Give out the handout 1☼ to participants.
☺(10 min) Ask groups to report on their work. Tell them to speak particularly about the language in the chart that helped them define the levels.
• Summarise the activity by saying that we mainly discussed the overall oral production and different speaking assessment criteria.

Activity 3 Assessing a sample answer with the CEFR in mind
Objective: to re-assess the students' spoken answer using the CEFR
Time: 10 min
Materials: recording of a student's spoken answer from activity 1, handout 1
►Procedure:
☺(5 min) Tell participants that they will hear the same student but this time they will need to re-assess her answer keeping in mind the CEFR.
Give out handout 1⊥ . Play the recording.
☺☺☺(5 min) Ask participants to compare their assessment in groups.

Activity 4 Various activities for assessing speaking

Objective: to discuss different types of activities that can be used to assess students' spoken language

Time: 15 min

Materials: none

►Procedure:

☺(5 min) Tell participants that very often formal assessment of students' language skills is done at the end of the term or academic year. Ask participants the following questions:

~ Do you ever assess your students' speaking skills in a less formal setting?

~ When can you assess your students' speaking during the course?

~ What speaking activities do you use to assess your students' spoken language?

Possible answers:

~ Answers to the first two questions will vary

~ A dialogue, a monologue, a role-play, debates, presentations, etc.

☺ ☺ ☺(5 min) Ask participants to look at the chart again and think whether all the criteria would be relevant to different types of activities. (e.g. interaction criteria are not relevant when assessing a monologue)

☺(5 min) Collect participants' ideas commenting when necessary. Establish that it is possible to assess our students' speaking on everyday basis using various speaking activities. However, we should always remember that the assessment criteria will be slightly different for different task types.

Summary

Summarise the session and establish the following:

•In order to carry out an objective assessment of students' oral production it is necessary to have assessment criteria.

• The weighting of assessment criteria may vary depending on the type of activity and the purpose of assessment.

• We can either develop our own assessment criteria or use already developed ones (CEFR) adapting them when necessary.

TOPIC 8. Alternative ways of assessment. Portfolio

Objective:

•to raise participants' awareness of other ways of assessing their students' performance

• to enable participants to explore transferable skills that can be developed through alternative ways of assessment

• to emphasise the importance of varying types of assessment to combine different skills and motivate students

Activity 1 Project work as one of the vehicles for assessing students' performance

Objective: to give participants an opportunity to analyse a piece of project work done by students

Time: 15 min

Materials: 4 booklets, 4 posters, board, markers, flipchart paper

Preparation: write the questions from the first bullet point on the board

►Procedure:

☺ ☺ ☺ (5-7 min) Put participants in 4 groups. Explain that students of one university were given an assessed task to produce booklets and posters. Distribute one booklet and one poster to each group. Ask groups to look through the materials and answer the following questions (written on the board):

~ What do you think the task of the project was?

~ How many students do you think worked on the task?

~ What do you think the steps in students' work were?

~ How much time do you think the project took?

☺ (7-8 min) Invite groups to share the results of their discussion.

Summarise the activity by saying that project work can be quite an effective way of learning, teaching and assessment and in answering the questions above participants have thought about certain things that should be taken into consideration when setting such tasks.

Activity 2 Skills that can be developed through alternative ways of assessment

Objective: to introduce the concept of transferable skills and criteria to assess them

Time: 30 min

Materials: board, markers, flipchart paper

►Procedure:

☺ (5 min) Ask participants the following questions::

1. What skills (including language skills) do you think students developed while working on the projects from activity 1? Make a list of skills on the board/flipchart.

2. Why do you think it is important for students to develop these skills?

3. How can teachers encourage and motivate their students to develop these skills?

Possible answers:

1. 4 skills – speaking, writing, listening, reading; decision making, leadership skills, team work, time management, negotiation, problem solving, research skills, IT skills, people skills

2. It is important for students to develop these skills to increase their readiness for future employment in local or foreign companies, small businesses, etc

3. Teachers can suggest the tasks which will involve these skills, but what is more important they have to somehow acknowledge students' effort to develop these skills by giving a certain percentage of the mark.

☺ ☺ ☺ (5-7 min) Say that now you want participants to think how the project work can be assessed. In groups of 4-5, tell them to chose 1 booklet /poster and discuss which mark on the scale from 0 to 10 the group would give to the project work they analysed and why.

☺ (10 min) Invite groups to share the marks they have agreed on and ask each group representative to comment on how they came up to the decision.

NB Be sure to lead the group to the concept of assessment criteria through this discussion. While group representatives are presenting their ideas, listen in and make a list (on the board) of assessment criteria mentioned by them. When all the representatives have spoken, draw the whole group's attention to the list of criteria they were using to decide on a mark and ask if anything should be added. (Make sure participants understand what assessment criteria are, refer to the session on Giving Feedback on Writing in module 1)

Make the point that if a task aims at developing the ability to work in groups, or decision making skills, these skills also have to be recognized and credited in the assessment process.

Suggested criteria:
Language accuracy
Information (content)
Design (creativity)
Structure of information
Evidence of research
Evidence of group work (contribution of each group member)

☺ ☺ (5-6 min) Say that now you want participants to practise. Distribute handout 1☼ to each participant. Allow participants to discuss the project task in pairs. They will need to think of criteria against which the task can be assessed and distribute 10 marks between these criteria. Tell participants to follow the questions on the handout.

Work with the whole group and take participants' ideas. Summarise them on the board.

Suggested criteria(you can accept any well-argued variations):

Language accuracy	2 points
Information (content)	2 points
Structure of information	1 point
Evidence of research	2 points
Visual aids	1 point
Evidence of group work (contribution of each group member)	2 points

(2 min) Summarise the activity by saying that it is important to offer students different types of assessment to integrate and develop different skills. It is also very important to give students credit for any evidence that they have developed these skills (see the example above). Students should be familiarized with the assessment criteria before they start working on a task. If students see that teachers give similar attention to group work, research skills, language skills, and other criteria they will have enough incentives to do the job properly.

Activity 3 More ideas
Objective: to introduce more ideas for non-traditional ways of assessment
Time: 35 min
Materials: handout 2
►Procedure: ☺(2 min) Distribute handout 2☼ to each participant and ask teachers to tick the types of assessment they are not familiar with. Encourage participants to work in pairs or small groups.

☺☺(8 min) Invite participants to share. Make a list of the least familiar types of assessment on the board.
Possible answers:
Seen examination
Open book examination
Observations
Posters
Projects
Portfolio

(10 min) Say that all of them can have quite a different purpose and focus, and teachers have to take this into consideration. Ask the whole group the following questions:
1. When would you use each type of assessment from the list on the board? Why?
2. What types of assessment can offer students some feedback?
3. What types of assessment can be considered as a final check?
Suggested answers:
Answer 1
Seen examination   mid semester, end semester
Open book examination mid semester, end semester
Students' observations start semester, mid semester
Posters mid semester, end semester
Projects   start semester, mid semester
Portfolio over semester
Answer 2 and 3
It will depend on the subject and teacher's view on the tasks. Posters, projects and portfolios look more process-oriented and developmental than exams which are usually used as final types of assessment.
Students are usually given detailed feedback on interim tasks.

Refer to the difference between progress and achievement types of assessment and make the point that usually progress–oriented types of assessment give students an opportunity to improve their performance on the basis of the feedback they receive. Such types of assessment are called formative assessment. Students are given feedback and they can monitor their progress. Formative types of assessment are stepping stones in learning. Summative assessment types summarise students' skills and knowledge gained during a certain period of study. Often, students are only given a grade. It is usually a matter for the teacher to decide whether or not to give feedback on an exam. It should be mentioned that it is up to the teacher to decide which type of assessment will best serve which particular purpose.

☺☺☺(10 min) Ask participants to work in 4 groups. Assign one type of assessment to each group. Tell groups to imagine that they will have to use one of the assessment types in their teaching. Ask them to think how they can incorporate this type of assessment into their system of assessment (they do not need to think of a task instruction in great details, only a brief idea). Ask groups to fill in the following proforma in handout 3☼ :

Type of assessment	
Progress or achievement	
What skills it will test	
The percentage weighting (from the overall 100 percent for the semester)	
Task description (very briefly, just an idea would be fine here)	
Time allocated for students	
Individual or group	
Assessment criteria	

☺(5 min) Invite groups to exchange their proformas. (Alternatively, proformas can be displayed on the board or a wall for a mingling activity.)

Summary

There are many different assessment methods and types. However, it does not mean that teachers can use them all without thorough consideration. Types of assessment should have a certain purpose, should test certain skills, and should have certain assessment criteria. It is also important to think what percentage within the overall structure of assessment each type of assessment will have to maintain the balance between the types and to consider students' and teachers' workload.

ALTERNATIVE WAYS OF ASSESSMENT

Activity 2, Handout 1

With your partner, analyse the task below and think how you would mark it (scale 0 -10). Consider the following questions:

~ What will the marking criteria be?

~ Are all the criteria equally important?

~ How it is possible to show that one criterion is more important than another (for example, content and layout)?

Task for students

1. You are required to work in small groups of no more than 4 people. The task for you is to write a newspaper article about a local zoo. You will have to:

1. think about the specific things in the zoo you would like to concentrate on;

2. visit the zoo and collect all the necessary information;

3. analyse the information you have collected and think how you can use it to write an

article;

4. think about the article structure;

5. write the article.

2. You are also required to write a brief personal reflection (150 words maximum) about how you worked together and your individual contribution to the project. Submit both papers (an article and a report) in 4 weeks time

TYPE OF ASSESSMENT	DESCRIPTION	WHAT IT TESTS
Standard examinations – unseen paper of limited choice	Usually open ended questions, multiple choice questions, fill in the gap questions pre-selected or developed by the teacher and given on the day of the exam	Retrieving knowledge from memory, working under pressure, writing skills, structuring information, problem solving, argumentation skills.
Seen examination	Open ended questions. Sometimes case studies or problem solving questions. Preselected by the teacher. Given to students some time before the exam to allow students an opportunity to peer exchange, research, reflect. Then written under timed conditions	All above plus research skills, use of resources, (less emphasis on memory), reflection.
Open book exam	Students are allowed to use notes and/or reference books during the exam.	Finding information, working under pressure, more complex tasks can be set.
Examinations with optional questions – students can choose the questions they wish to answer	Teacher offers a number of questions, and students can choose a certain number to be answered – usually if 10 questions are offered 6-7 must be answered.	Evaluation, synthesis, analysis, decision making; (good for mixed ability groups).
Observation reports or notes	Students do observations (pre-service teachers	Skills of observation, note taking, analysis, evaluation,

	observing an experienced teacher) and take notes which later can be used as the basis of a report.	interpretation;
Essays	Students are given a topic to discuss in written form.	Writing skills, structuring info, reflection, planning
Critiques and reviews of literature/film/TVshow/event/etc	Students are required to write a review on a book they read, or a film they watched.	Evaluation, summarizing, arguing the point of view
Newsletter article	Written task for an imaginary audience.	Writing skills, research, creativity, writing for a particular audience
Oral presentations	Students are given a certain topic or they can choose their own topic for their presentation. Usually a presentation lasts	Oral skills, non verbal communication, using visual aids, interpersonal skills, team work
Posters	Students are given a task to be done over a certain period of time. Can be even done during one lesson. A poster presents the process and results of the task.	Creativity, presenting information to a reader, graphical presentation skills, selection, evaluation
Projects (individual and group	Students are given a task to be done over a certain period of time. Usually the task is to produce something such as a poster, a leaflet, a mini book, a set of pictures, a CD, etc.	Planning, organization, creativity, group work
Portfolios	Collection of materials produced by students over a certain period of time.	Reflection, personal development, application of knowledge
Audio and video	Students are given a task to make an audio tape (dialogue, monologue, role play, etc) or a video tape on a specific topic.	Presentation skills (individual or group), creativity, IT skills
Diary for self-assessment	Students are required to keep a diary to monitor their own progress. This can be designed in a particular way so that marks can be allocated.	Reflection, personal development, application of knowledge
Peer assessment	Students work out criteria and assess each other.	Reflection, personal development, application of knowledge

TOPIC 9. Principles of test designing

Objectives:
- to review current practices of testing and assessment
- to raise awareness about different purposes of testing
- to explore the advantages and disadvantages of multiple choice items
- to explore some principles of testing

Activity 1 Different types of tests

Objective: to discuss current practices of testing, different test types and their purposes

Time: 20 min

Materials: flipchart, markers

►Procedure:

☺(5 min) Ask participants the following questions. Take answers to each question

one at a time and comment and expand as necessary:

~ Do you test your students' knowledge? If you do, how do you do it?

~ Why do you have tests with your students?

~ Are there any obligatory tests at your universities? If yes, what kinds of test are these?

☺(10 min) Ask participants when each of the tests is given and why. Draw a timeline to illustrate when different tests are given taking into account different purposes of the tests. Use the following questions:

~ When are the tests conducted ?

~ What is the purpose of each of the tests?

1)Placement test / proficiency test

2)Progress test

3) Achievement test

4)Proficiency test

~ What is the difference between a progress test and an achievement test?

Possible answers:

~Answers may vary. Note that some teachers prefer to use other means of assessment rather than testing. Some teachers may tell you that they assess their students on a regular basis without conducting any tests, others may say that they have tests. Note that a test is usually an event when students have to complete some tasks under timed conditions in order to be assessed.

~To check where the students are in their learning; tests can help a teacher understand needs of their learners and decide on his/her teaching plan; tests give students a feeling of accomplishment; tests can help students understand their strengths and weaknesses.

~Participants may not know the exact terminology and the trainer will need to elicit ideas from participants and supply the correct terminology. Teachers may

tell you about the existing system of assessment in their universities i.e. joriy nazorat (it is usually some kind of assessment of students' progress or a progress test 1), oralik nazorat (progress test 2) and yakuniy nazorat (final test).

A progress test serves to assess the progress of students in the course; an achievement test is similar to a progress test and is used to assess the overall progress of students at the end of the course; it aims to define whether students have acquired the knowledge and skills required by the course objectives and learning outcomes; a proficiency test doesn't take into account the syllabus but checks the overall language abilities of students (IELTS, TOEFL) against external standards; a placement test helps to group students according to their level so that there are students of the same language level in a group.

~A placement test is done before the beginning of the course; a progress test can be done at any time during a course; an achievement test is usually done at the end of the course; a proficiency test is usually external i.e. it is usually conducted outside the school or university and students have to register for it. It is done irrespective of the course because it is not based on the course materials.

☺(5 min) Establish that we often test our students' knowledge to assess their language skills. Say that there are different purposes of testing and therefore there are different types of tests. Some of these can define the students' level of English as in a proficiency test, others help teachers find out how much their students have acquired in the course as in an achievement test and progress test.

Activity 2 Analysis of existing tests
Objective: to analyse sample test items
Time: 25 min
Materials: handout 1, flipchart, markers
►Procedure:
Ask participants the following question:
~ What do you usually test?
Possible answers:
~ Answers may vary e.g. grammar, vocabulary, skills.
☺☺☺(15 min) Tell participants that they will now have a chance to analyse some grammar and vocabulary test items taken from an achievement test. Ask participants to work in groups. Distribute handout 1☼ and ask participants to do the test and answer the questions. Write the questions on the board.
~ What kind of test methods are these?
~ What does each question test?
~ Can you see any problems with the tasks?
~ How can the instructions be improved?
~
Suggested answers:
I. Multiple choice items (1, 2, 3, 4, 5); multiple matching (10); open gap fill (11)

II.   1. articles; 2-4 vocabulary; 5 knowledge of political systems; 6-11 vocabulary.

III.   1. In this item two answers are possible (aand c); there is not enough context to answer the question.

2. There is no context in this item and therefore it is difficult to do the task. Moreover, the underlined word is an adjective and therefore the synonym should also be an adjective but the correct answer is a noun.

3. In this item any answer is possible, there is not enough context.

4. The sentence in the given item is unethical and may send the wrong message to learners; there is not enough context to do the task and more than one answer (b, c or d)is possible.

5. The item doesn't test English.

6. The sentence in the item is incorrect. Criminals usually break the law, rather than escape from it. The word combination 'escape from law' is impossible.

7. The second part of the sentence is impossible. The word combination 'repeat the book' is incorrect.

8. The sentence contains incorrect English. The word 'agree' requires a preposition afterwards.

10. There is no context after the gap in this stem and therefore any answer is possible.

IV. The instructions are different and thus can confuse students. Therefore, all the instructions in the test should be standardised e.g. Choose the correct answer. ☺(10 min) Collect participants' ideas, commenting on their answers when necessary.

- Summarise the activity by saying that we have looked at the problematic grammar and vocabulary items where there was more than one correct answer, not enough context to do the task and sometimes the test items didn't test knowledge of English at all. Tell participants that it is also common to refer to a grammar and vocabulary test as a Use of English test.

Activity 3 Context based multiple choice items (Use of English)
Objective: to give participants an opportunity to do and analyse multiple choice items based on the texts
Time: 20 min
Materials: handout 2
►Procedure:
☺ ☺ ☺(15 min) Tell participants that this time they will receive good items to discuss.

Tell participants that these tests were taken from a proficiency test that is used as a University entrance test in Uzbekistan. Write the questions on the board, then distribute handout 2 ☼ and ask participants to do the test in groups and answer the questions.

~ What test method is used in this test?
~ How is this test different from the test in activity 2?

~ What do these tasks test?

~ Are the instructions helpful?

Suggested answers:

~ Multiple choice questions; open gap fill

~ All items are given in context. There is only one correct answer in each item.

Tutankhamen

0 We need a word here which has the same meaning as 'due to the fact' or 'because' in order to provide a logical link between the two parts of the sentence. Of the four options available, only 'since' can fulfil this function in this context because here it is used to state the reason. Therefore a) is the correct answer.

Q1 In order to answer this item correctly, you have to know how to use the correct form of the verb 'to have' in the present perfect tense.

Option a) is not correct because the word 'tomb' is in the singular and therefore 'have' cannot be used.

Options b) and d) are also incorrect because they are non-finite forms of the verb, and cannot be used to form the present perfect tense.

Option c) is correct because the word 'tomb' requires the third person singular form of the present perfect tense, that is, 'has'.

Q2 In order to answer this item correctly, you have to know the meaning of a range of prepositions.

Option a) is not correct because 'over' is normally used with a period of time rather than a specific point in time and therefore cannot be used with the phrase '20thcentury' [text] in this context.

Option b) is also incorrect because the preposition 'on' is used with dates such as 'on the 20thof January' and days of the week, for example, 'on Wednesday'. It

cannot be used with the word 'century'.

Option c) is incorrect because the preposition 'at' is used in certain expressions of time, for example, 'at Christmas', 'at night'. It cannot be used with the word 'century'.

Option d) is correct because it combines the two nouns ('finds' and '20th

century') and the second noun gives more information about the first noun making it more definite: not just any 'finds' but the finds of a particular time.

Q3 In order to answer this item correctly, you have to know the correct form

of the verb in the past perfect passive.

Option b) is correct because the word 'forgotten', which is the past participle of the verb 'forget', is necessary to form the past perfect passive.

Option a) is incorrect because it is in the present simple tense.

Option c) is incorrect because it is in the simple past.

Option d) is incorrect because it is an infinitive.

Q4 In order to answer this item correctly, you have to know the meaning of a range of prepositions.

Option c) is correct because the word 'by' is used after a passive construction to introduce the doer of the action i.e. 'a later dynasty' [text].

Options a)and d)do not go together with the phrase 'a later dynasty' [text] and are therefore incorrect.

Option b)does not fit on a semantic level and it does not go together with the verb 'to erase'.

Q5 In order to answer this item correctly, you have to know the meaning of a range of prepositions.

Option a) is correct because the word 'under' goes together with 'was hidden'[text] and 'ruins' [text] whereas the other options go together with only one of these words/phrases from the text and not both as is required to make the text read correctly. Therefore options b),c) and d) are incorrect.

Reality TV

0 The text requires a preposition before the word 'Sweden'. To show that the first reality TV programme was shown there we need a preposition of place. The

preposition 'in' indicates the location in this context i.e. 'Sweden'. Therefore 'in' would be the correct answer.

Q1 In the first line of the text we learn that "Expedition Robinson" is a television programme. The second line says that the country watched the final part of the programme. Therefore in this gap, 'a new kind of TV' [text] requires a word which goes together with TV e.g. 'programme', 'show' or 'series'. Any of these answers would be acceptable as would the American spelling of the word 'programme' [program].

Q2 The verb in this sentence is in the passive which requires the auxiliary verb 'to be' in order to complete the gap before 'filmed'.'Two years later' [text] refers to an action which happened in the past, and 'the first part of Big Brother' [text] is in the third person singular. Therefore the correct answer is 'was'.

Q3 This sentence is about the 'Big Brother'programme mentioned in the text. To refer to the fact that there is only onefinal programme, we need the definite article. Therefore 'the' is the correct answer.

Q4 This sentence states that the number of countries showing 'Big Brother or Survivor'programmes is over 20. So the preposition 'than' is needed to link the two parts of the comparison 'more ….. 20 countries'.

Q5 'Take part' is a phrasal verb which requires the preposition 'in' and implies some kind of participation in something. Therefore the correct answer would be 'in'.

Q6 When speaking about large numbers e.g. hundreds, thousands, millions etc. we need the preposition 'of' to link the number with the noun. Thus the word missing here is 'of'.

☺(5 min) Summarise the activity by saying that there are certain things that a good language test should consider. Tell participants that based on the discussions they had in their groups they will now think about the principles of a good Use of English test.

Activity 4 Principles of testing

Objective: to work out the main principles of a good achievement test

Time: 15 min

Materials: board, markers

►Procedure:

☺ ☺ ☺ (5 min) Tell participants to work in groups and based on their discussions of good and bad items draw up some principles of a good test.

☺ (10 min) Collect participants' ideas on the board.

A good Use of English (vocabulary and grammar) achievement test should…

Possible answers:

~ not test what has not been taught

~ provide enough context to complete the task

~ have clear instructions

~ have examples

~ have distractors of approximately the same length/structure (in multiple choice items)

~ use more than one test method

~ use authentic/correct English

- Distribute handout 3☼ to participants so that at home they can compare their explanations and answers with the ones suggested by the authors.

Summary

Establish that it's better to test English in a context which is sufficient and enables the test taker to decide on the correct answer. In order to provide test takers with more context the first and last sentences of a text are left intact. The instructions should be clear and consistent. If it is a progress or achievement test it should test what has been taught. A proficiency test has a different purpose and doesn't need to contain familiar topics or tasks.

TESTING AND ASSESSMENT

Activity 2, Handout 1

Do the test and answer the questions below.

1. What kind of test methods are illustrated in each of these tasks?

2. What does each question test?

3. What is the problem with each of the questions?

4. How can the instructions be improved?

1. Find the best answer.

Open … window please.

a) the b) all c) a d) –

2. Choose the synonym.

potential

a) refusal b) desire c) favourite d) possibility

3. There are four answers. Choose the correct answer.

A policeman stopped the driver and asked whether he had a ….
a) driving license b) passport c) bottle of alcohol d) screwdriver
4. Choose the best antonym for the underlined word.
"Death is beautiful", she said
a) imperfect b) unattractive c) disastrous d) ugly
5. Choose the correct answer.
Which country doesn't have its own Constitution?
a) Brazil b) the UK c) Italy d) the USA
6. Use a synonym:
Criminals try to escape from the law.
7. Use an antonym instead of underlined words.
She has agreedher daughter's marriage.
8. Complete the following sentence:
The boy is punished for the slightest …
TESTING AND ASSESSMENT
Activity 3, Handout 2
~ What test method is used in this test?
~ How is this test different from the test in activity 2?
~ What do these tasks measure/assess?
~ Are the instructions helpful?
Read the text below. Then circle the appropriate letter (a, b, c or d) for each gap in the text. There is an example at the beginning (0).

Tutankhamen was king of Egypt from 1361 to 1352 BC. As a ruler he was not remarkable, (0) __a___ he was very young when he died. But his tomb (Q1) _____ proved extremely valuable. It was one of the great historical finds (Q2) _____ the 20thcentury. Tutankhamen's burial site remained intact until the English scientist Howard Carter entered it in 1922. The tomb had been long (Q3) _____ because Tutankhamen's name was erased from a list of kings (Q4) _____ a later dynasty. By the 20thcentury the tomb was well hidden (Q5) _____ ruins. Only a systematic exploration of the Valley of the Kings revealed it.

Example
0. a) since b) so c) then d) if
Q1 a) have b) having c) has d) to have
Q2 a) over b) on c) at d) of
Q3 a) forget b) forgotten c) forgot d) to forget
Q4 a) on b) to c) by d) out
Q5 a) under b) at c) for d) from

Read the text below. Some words are missing from the text. Use only one word to complete each gap. There is an example at the beginning (0).
Reality TV
The first reality TV show in the world was called Expedition Robinson. It was shown (0) __in___ Sweden in 1997. Half the population of the country watched the final part and a new kind of TV (Q1) _____ was born. Two years

later in Holland, the first part of Big Brothers (Q2) _____ filmed. Again, it was a fantastic success and (Q3) _____ final programme was watched by 15 million people. There are now more (Q4) _____ 20 countries around the world which have Big Brothers or Survivor (Expedition Robinson) on their screens. The ordinary people take part (Q5) _____ the programmes are known by millions (Q6) _____ people in their own countries. Reality TV has become big, big business.

GLOSSARY

1.Andragogy- The study and practice of teaching methods appropriate to working with adults

2. Anticlockwise -In the opposite direction to the movement of the hands of a clock.

3. Applied linguistics -i. the study of second and foreign language acquisition and learning

ii. the study of language and linguistics in relation to practical problems, such as lexicography, translation, speech pathology, etc.

4. Assessment -The measurement of the ability of a person or the quality or success of a teaching course, etc.Assessment may be by test, interview, questionnaire, observation, etc.

5. Authentic task -A task which replicates or resembles a real-life task, e.g. scanning an article for particular information; this may be contrasted with a task which is specifically designed for, and only relevant in, the classroom.

6. Authentic text -Texts which are taken from newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programmes, etc. When a teacher prepares texts or tapes for use in the classroom, he/she often has to use simplified texts as opposed to authentic texts.

7. Authenticity-The degree to which language teaching materials have the qualities of natural speech or writing.

8. Autonomous learning -The process of learning without being controlled by anyone else

9. Autonomy -The ability to act and make decisions without being controlled by anyone else

10. Brainstorming -i. (in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for another activity.

ii. (in teaching writing) a form of prewriting in which a student or group of students write down as many thoughts as possible on a topic without paying attention to organization, sentence structure or spelling. Brainstorming serves to gather ideas, viewpoints, or ideas related to a writing topic and is said to help the writer produce ideas.

11. Building rapport -Building friendly classroom relationships with and between learners

12. Challenge -A new or a difficult task that tests somebody's ability and skill

13. Clockwise -Moving around in the same direction as the hands of a clock

14. CLT -Communicative language teaching also (communicative approach)

An approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. The communicative approach has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the audio-lingual approach. Teaching materials used with a communicative approach often

a. teach the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes, etc.

b. are based on a notional syllabus or some other communicatively organized syllabus

c. emphasize the processes of communication, such as using language appropriately in different types of situations; using language to perform different kinds of tasks, e.g. to solve puzzles, to get information, etc.,; using language for social interaction with other people.

15. Comprehensible input -Input language which contains linguistic items that are slightly beyond the learner's present linguistic competence.

16. Context -The ideas or content which occurs before and/or after a word, a phrase or even a longer utterance or text. The context often helps in understanding the particular meaning of the word, phrase, etc. For example, the word loud in loud musicis usually understood as meaning "noisy" whereas in a tie with a loud pattern it is understood as "unpleasantly colourful". The context may also be the broader social situation in which a linguistic item is used. For example, in ordinary usage, spinsterrefers to an older unmarried woman but in a legal context it refers to anyunmarried woman.

17. Co-operative learning also (collaborative learning)-An approach to teaching and learning in which classrooms are organized so that students work together in small co-operative teams. Such an approach to learning is said to increase students' learning since a) it is less threatening for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness, and d) it reduces the teacher's dominance in the classroom.

18. Elicitation -Techniques or procedures which a teacher uses to get learners to actively produce a response

19. Evaluation -In general, the systematic gathering of information for purposes of decision making. Evaluation uses quantitative methods (e.g. tests), qualitative methods (e.g. observations,ratings) and value judgments. In language teaching programmes, evaluation is related to decisions to be made about the quality of the programme itself, and decisions about individuals in the programmes. The evaluation of programmes may involve the study of curriculum, objectives, materials, and tests or grading systems. The evaluation of individuals involves decisions about entrance to programmes, placement, progress, and

achievement. In evaluating both programmes and individuals, tests and other means of assessment are frequently used.

20. Facilitate -To make a learning process possible or easier; to work with a group in order to help them to articulate ideas

21. Facilitator -a person who helps an individual or a whole group to learn and/or express themselves

22. Feedback -(in teaching) Comments or information learners receive on the success of a learning task, either from the teacher or from other learners.

23. Fluency (fluency developing activities) -In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

i. the ability to produce written and/orspoken language withease and without

significant hesitation

ii. the ability to speak with a good but not necessarily perfect commandof intonation, vocabulary, and grammar.

24. Genuine communication -Communication which takes place for a real purpose

25. Grid -A chart to be filled in by learners or teacher-participants, often used to summarise ideas or to focus reflection

26. Groupwork -(in language teaching) A learning activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. Tasks for group members are often selected by the members of the group.

27. Ice-breaker -An activity to make learners feel less nervous or inhibited when they first meet.

28. Information gap activity -An activity in which a pair or two groups of students hold different information, or where one partner knows something that the other doesn't. This gives a real purpose to a communication activity.

29. INSE(T)T -In service (teacher) training

30. Interaction pattern-Mode of work (individual work, pairwork, groupwork) used in learning or teaching

31. Interlanguage -A term used to describe the state of a learner's language – somewhere between being a complete beginner and native speaker standard

32. Jigsaw activity -A type of co-operative activity in which each member of a group has a piece of information needed to complete a group task. Often used in reading work when each learner or group of learners reads and understands a part of a text, then takes part in pooling information to establish the meaning or message of the whole text.

33. Language awareness -In ELT, this is an approach to language which takes account of social dimensions of language use as well as encouraging to think about language systems, discourse and communication. It involves exploring authentic language through questions and tasks as well as questioning traditional views of grammar and lexis.

34. Language skills -(in language teaching) the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/productive skills and reading and listening, the passive/receptive skills. Often the skills are divided into subskills, such as discriminating sounds in connected speech, or understanding relations within a sentence.

35. Lead-in -An activity used to orient learners to a new topic or area of focus in a lesson (cf warm up)

36. Learning strategies -Ways in which a learner attempts to work out the meanings and uses of words, grammatical rules, and other aspects of a language, for example by the use of generalization and inferencing, focusing on certain aspects of new information, analyzing, and organizing information during learning to increase comprehension, or evaluating learning when it is completed to see if further action is needed. Learning strategies may be applied to simple tasks such as learning a list of new words, or more complex tasks involving language comprehension and production.

37. Learning style -The particular way in which a learner learns. Visual learners, for example, will be helped by pictures, graphics or by seeing a word written down. Auditory learners take in new information best by listening. Kinaestheticlearners benefit from physical involvement in the process of learning.

38. Meta-language -The language used to analyse or describe a language. For example, the sentence: In English, the phoneme /b/ is a voiced bilabial stop is in meta-language. It explains that the b-sound in English is made with vibration of the vocal chords and with the two lips stopping the airstream from the lungs.

39. Metaphor -A word or phrase used in an imaginative way to describe somebody or something, in order to show that the two things have the same qualities and to make the description more powerful.

40. Mingle activity (also mêlée)-An activity where people move and talk to each other.

41. Module -A unit that can form part of a course of study at a college or university.

42. Monitoring -i.Listening to one's own spoken language to compare what was said with what was intended, and to make corrections if necessary. People generally try to speak fluently and appropriately, and try to make themselves understood, whether in the mother tongue or in the second/foreign language. The interjections and self-corrections that speakers make while talking show that monitoring is taking place, and are usually for the purposes of making meaning clearer. For example: He is, well, rather difficult.

Can I have, say, a glass of beer?

ii.Teachers often monitor their learners' performance in pair- or groupwork, either to check on the accuracy and appropriacy of their language or to make sure that they are on task.

43. Multiple-choice -In testing or teaching: a device in which the learner is presented with a question along with four or five possible answers from which one must be selected. Usually the first part of a multiple-choice item will be a

question orincomplete sentence. This is known as the stem. The different possible answers are known as alternatives. The alternatives typically include one correct answer and several wrong answers or distractors.

For example: Yesterday I _____ some interesting magazines.

(a) have bought (b)buying (c) was bought (d) bought

44. Objective -Objectives are statements of what is to be achieved in a course or lesson. They are detailed descriptions of exactly what a learner is expected to be able to do at the end of a period of learning. This might be a single lesson, a chapter of a book, a term's work, etc. Aims, on the other hand, are long-term goals, described in very general terms.

45. Observer -Someone who watches a class, either for learning, training or research purposes. The teacher who is observed is often referred to as the observee

46. Pairwork -a learning activity which involves learners working together in pairs.

47. Pedagogy -the study of teaching methods and approaches

48. Peer observation -Observation of a teacher or trainee by a colleague of equal status

49. Peer correction -Correction of a learner's mistakes by fellow learners

50. Portfolio -a collection of work, materials that a learneror course participant collects and puts together in a file, usually for assessment. .

51. Post-systematic error -An error made by a learner afters/he has had an opportunity to learn the vocabulary or structure s/he is attempting to use

52. Presentation -i.The way in which something is offered, shown, explained, etc. to others

ii.A formal monologue to present ideas, opinions, a business proposal etc

53. PRESETT -Pre service teacher training

54. Pre-systematic error-An error made by a learner before s/he has learned the structure or vocabulary item s/he is attempting to use

55. Reflective practice; reflective teaching-An approach to teaching, professional development and teacher education which is based on the assumption that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experience. In teacher education programmes, activities which seek to develop a reflective approach to teaching aim to develop the skills of considering the teaching process thoughtfully, analytically and objectively, as a way of improving classroom practices. This may involve the use of:

i. journals in which student teachers or practising teachers write about and describe classroom experiences and use their descriptions as a basis for review and reflection

ii. audio and video taping of a teacher's lesson by the teacher, for purposes of later review and reflection

iii. group discussion with peers or a supervisor in order to explore issues that come out of classroom experience

56. Reflection on learning- An approach to classroom or professional learning which builds in time for reviewing and thinking over each learning experience

57. Role play -Classroom activities in which students take the rolesof different participants in a situation and act out what might typically happen in that situation. For example, to practise how to express complaints and apologies in a foreign language, students might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson

58. Scanning -A type of speed reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. For example, the reader may read a chapter of a book as rapidly as possible in order to find out information about a particular date, such as when someone was born. Scanning may be contrasted with skimmingor skim reading, which is a type of rapid reading used when the reader wants to get the main idea or ideas from a passage. For example, a reader may skim-read a chapter to find out if the writer approves or disapproves of something.

59. Second language acquisition- (in applied linguistics)the processes by which people learn or acquire a second or foreign language. These processes are often investigated with the expectation that information about them may be useful in language teaching.

60. Self-correction -Correction by a learner of her/his own mistakes – usually possible only in the case of post-systematic errors.

61. Simulation- Classroom or training activities which reproduce or simulate real situations and which often involve learners/participants in playing roles and group discussion in order to solve a problem or complete a given task. They are given instructions to follow (for example, an employer- employee discussion over wage increases in a factory). The participants then make decisions and proposals. Consequences are "simulated" on the basis of decisions the participants take. They later discuss their actions, feelings, and what happened in a debriefing session which generally follows the simulation proper.

62. Skimming -See Scanning

63. Study skills- Abilities, techniques, and strategies which are used when reading, writing, or listening for study purposes. For example, study skills needed by university students studying from English-language textbooks include: adjusting reading speeds according to the type of material being read, using the dictionary, guessing word meanings from context, interpreting graphs, diagrams, and symbols, note-taking and summarizing.

64. Supervisor- (in teacher education) Someone who monitors and evaluates a student teacher's teaching performance or who observes and gives feedback to a practicing teacher. The supervisor's primary role may be as an evaluator of teaching performance or as a facilitator of professional development in the observee.

65. Teacher education -The field of activity which deals with the preparation and professional development of teachers. Within the field of teacher education, a distinction is sometimes made between teacher training and teacher development.

Teacher training deals with basic teaching skills and techniques, typically for novice teachers in a pre-service programme. These skills include such dimensions of teaching as preparing lesson plans, classroom management, teaching the four skills (i.e. reading, writing, listening, speaking), techniques for presenting and practicing new teaching items, correcting errors, etc. Teacher development goes beyond initial training and deals with the on-going professional development of teachers, particularly in in-service education programmes. This includes a focus on teacher self-evaluation, investigation of different dimensions of teaching by the teacher and encouragement to the teacher to reflect on her/his own practice.

66. Values, attitudes, beliefs -(these three terms often appear together in the literature and discourse of professional development) Valuesare the guiding principles (often moral or ethical in nature) that govern behaviour; they are typically rooted in tradition, religion or in individual or shared philosophy and in

education they help to inform decisions at all levels, from national policy right through to the classroom.

Attitudes – the way that a person thinks and feels about somebody, something; the way that a person behaves towards somebody, something that shows how he, she thinks and feels. In a classroom this may show itself in a teacher's attitude to learners or in a learner's attitude to a foreign language and the culture associated with it, for example.

Beliefs– the convictions that a teacher has about teaching or a learner about learning. When beliefs become dogma, they may inhibit professional development in a teacher or successful learning in a learner

67. Warm-up activity -See Lead-in

68. Receptive skills -See Language skills

69. Productive skills -See Language skills

70. ESP -English for Specific Purposes also English for Special Purposes the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners. For example courses in English for Academic Purposes, English for Science and Technology, and English for Nursing. These courses may be compared with those which aim to teach general language proficiency, English for General Purposes.

TOPICS FOR QUALIFICATION THESIS

1. How to design lesson planning for English classes
2. Stages of a lesson: effectiveness for learning
3. Ways of designing learning materials
4. Evaluating learning materials
5. Importance of course books for teacher and learner
6. Methods of analyzing learning materials
7. How to design checklists for material evaluation
8. Adapting and supplementing learning materials
9. Factors influencing materials selection
10. Principles motivating adaptation
11. Principles of designing worksheets
12. Classroom management as an effective factor in teaching
13. Importance of assessment in learning process
14. Designing formative and summative assessment
15. Ways of using formal and informal assessment
16. Criteria for process and product-driven assessment
17. Purposes and principles of assessment
18. Ways of assessing receptive skills
19. CEFR requirements for assessing speaking
20. Alternative ways of assessment: Portfolio
21. Self- assessment techniques
22. Peer- assessment, bench-marking as types of assessment
23. Different types of tests

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7. TESTS

№	Тест топшириғи	Тўғри жавоб	Муқобил жавоб	Муқобил жавоб	Муқобил жавоб
1	process that appraise an individual's knowledge, understanding, abilities or skills	assessment	Feedback	motivation	Review
2	Assessment is usually subdivided into two categories, often known as ….	summative assessment and formative assessment.	Examination and evaluation	Oral and written	Knowledge assessment and skill assessment

3	Formative assessment is designed…	to help learners learn more effectively by giving them feedback on their performance and on how it can be improved	to indicate the extent of a learner's success in meeting the assessment criteria	process that appraise an individual's knowledge, understanding, abilities or skills	To compare a student's performance with a pre-defined set of standards
4	Summative assessment is used …	to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a programme	to help learners learn more effectively by giving them feedback on their performance and on how it can be improved	process that appraise an individual's knowledge, understanding, abilities or skills	To compare a student's performance with a pre-defined set of standards
5	For the student, assessment provide …	a source of motivation for study and help students to identify their strengths and weaknesses.	an opportunity to evaluate the knowledge, understanding, ability and skills attained by different students.	information on students' progression and the receipt of awards may be based.	a concise summary of a student's abilities which the general public can easily understand either as a pass/fail
6	For the teacher, assessment provides	an opportunity to evaluate the knowledge, understanding, ability and skills attained by different students.	a source of motivation for study and help students to identify their strengths and weaknesses.	information on students' progression and the receipt of awards may be based.	provides a concise summary of a student's abilities which the general public can easily understand either as a pass/fail

7	For the institution, assessment provides ….	information on students' progression and the receipt of awards may be based.	a source of motivation for study and help students to identify their strengths and weaknesses.	an opportunity to evaluate the knowledge, understanding, ability and skills attained by different students.	provides a concise summary of a student's abilities which the general public can easily understand either as a pass/fail
8	Two sets of principles are fundamental to good assessment practice. They are….	Validity and Reliability	Referencing and construction	Formal and informal	Final and continuous
9	open marking	the second marker is informed of the first marker's mark before commencing	each examiner makes a separate judgement and in the event of disagreement a resolution is sought	the second marker is not informed of the first marker's mark	second marker determines whether the mark awarded by the first marker is appropriate and confirms it if appropriate.
10	closed/blind marking	the second marker is not informed of the first marker's mark	the second marker is informed of the first marker's mark before commencing	second marker determines whether the mark awarded by the first marker is appropriate and confirms it if appropriate.	each examiner makes a separate judgement and in the event of disagreement a resolution is sought
11	independent/double marking	each examiner makes a separate judgement and in the event of disagreement a resolution is sought	second marker determines whether the mark awarded by the first marker is appropriate and confirms it if appropriate.	the second marker is informed of the first marker's mark before commencing	each examiner makes a separate judgement and in the event of disagreement a resolution is sought

12	check marking	second marker determines whether the mark awarded by the first marker is appropriate and confirms it if appropriate.	each examiner makes a separate judgement and in the event of disagreement a resolution is sought	the second marker is not informed of the first marker's mark	the second marker is informed of the first marker's mark before commencing
13	Appeal:	a challenge to decision relating to student's academic progress,	mark awarded for a particular assessment or the decision about progression	a stated grievance about any aspect of student's experience provided by the institution .	quality relating to the student learning experience
14	Complaint:	a stated grievance about any aspect of student's experience provided by the institution .	quality relating to the student learning experience	opportunity to attend teaching sessions	mark awarded for a particular assessment or the decision about progression
15	In holistic scoring ….,	the rater makes an overall judgment about the quality of performance	the rater assigns a score to each of the dimensions	increased emphasis is being placed on skills and abilities rather than knowledge.	more useful information about skills is given, and importance of learning can be highlighted to students
16	in analytic scoring ….	the rater assigns a score to each of the dimensions	the rater makes an overall judgment about the quality of performance	more useful information about skills is given, and importance of learning can be highlighted to students	increased emphasis is being placed on skills and abilities rather than knowledge.

17	the educational rubric	is a scoring tool for qualitative rating of authentic or complex student work.	Presents, assesses, and analyzes appropriate supporting data	Identifies and considers the influence of context	confront the limits of their conditioned responses
18	classmates evaluate one another, and this offers students the opportunity to think critically about the process of evaluation itself.	peer assessment	self assessment	Informal assessment	External assessments
19	efforts to elicit student perspectives on their own learning.	self assessment	peer assessment	Performance assessments	formative assessment
20	parents and teachers use observations and work samples (children's drawings) to know when scribbling has progressed enough	Informal assessment	Formal assessment	Performance assessments	External assessments
21	Assessment for Learning	the idea that learners should be part of the the assessment process	Teachers are the models for students	learners evaluate themselves.	providing with suggestions and support.
22	Learning Portfolio, Peer assessment, Self Assessment	assessment methods for independent language learning.	Product assessment	Process assessment	Performance assessments
23	teachers use story retellings or ask specific questions about the text	assessing comprehension,	Assessing knowledge	Assessing reading	Assessing speaking
24	individuals collect samples of their best work to demonstrate their talents and skills	Portfolios	Journal	Diary writing	Collaborative learning
25	the students are aware that the task that they are doing is for assessment purposes.	Formal assessments	Informal assessments	Product-driven assessments	Process-driven assessments
26	Examinations,course work essays, theses	Formal assessments	Product-driven assessments	Process-driven assessments	Content-driven assessments

27	Lecturer notes taken during a lesson, tape–recordings of conversations	Informal assessment	Formal assessments	Final assessment	continuous assessment
28	Final (terminal) assessment is	that which takes place only at the end of a course	scattered throughout the course	tend to give more specific and directed feedback to individuals	degenerate into a 'quiz' of facts about the area of study
29	continuous assessment is	scattered throughout the course	tend to give more specific and directed feedback to individuals	make it easier to assess higher cognitive skills	can effectively identify gaps in students' knowledge using statistical analysis and reports.
30	it is simple to organise and condenses the assessment process into a short space of time.	final assessment	convergent assessments	divergent assessment	informal assessment
31	both students and lecturers obtain feedback from the process which can then be used to improve teaching and learning	continuous assessment	divergent assessment	convergent assessments	informal assessment
32	Test of recently taught vocabulary, an essay question on an area of study	Product driven assessment	convergent assessments	divergent assessment	informal assessment
33	Test of unfamiliar vocabulary aided by an online dictionary, research of an unfamiliar area	Process driven assessment	continuous assessment	divergent assessment	convergent assessments
34	Process-based assessments are best	where the learning is skill or ability-based	where the knowledge content of the course is fundamental.	which have one correct answer that the student is trying to reach.	Which appreciate a range of answers based on informed opinion and analysis.

35	product- based assessments are best	where the knowledge content of the course is fundamental.	where the learning is skill or ability-based	which have one correct answer that the student is trying to reach.	Which appreciate a range of answers based on informed opinion and analysis.
36	Convergent assessments are those	which have one correct answer that the student is trying to reach.	Which appreciate a range of answers based on informed opinion and analysis.	where the learning is skill or ability-based	where the knowledge content of the course is fundamental.
37	Divergent assessments are those	Which appreciate a range of answers based on informed opinion and analysis.	where the learning is skill or ability-based	where the knowledge content of the course is fundamental.	which have one correct answer that the student is trying to reach.
38	A valid assessment is one	which measures that which it is supposed to measure	where the same results are gained time after time.	where the learning is skill or ability-based	where the knowledge content of the course is fundamental.
39	a reliable assessment is one	where the same results are gained time after time.	which measures that which it is supposed to measure	which have one correct answer that the student is trying to reach.	where the learning is skill or ability-based
40	Criterion referencing is	a comparison of an individual with pre-defined criteria	a comparison of the student's performance on one area as against prior performance	is the comparison of individuals with their peers.	a comparison between the student's abilities and the contents of a pre-defined domain
41	Norm-related referencing	is the comparison of individuals with their peers.	a comparison of an individual with pre-defined criteria	a comparison between the student's abilities and the contents of a pre-defined domain	a comparison of the student's performance on one area as against prior performance

		comparing a student's performance with a pre-defined set of standards.	criteria where learner must demonstrate competence, with minor allowances.	Comparing candidate's performance to other people	Comparing candidate's performance with learning objectives.
42	Grading is…				
43	students commonly get after the lecturing is over and before moving on to the next hurdle in the syllabus.	Feedback	Marking	Assessment	Scoring
44	ETS stands for	Educational Testing Service	English Testing system	Environment Travelling System	Education Test Study
45	scoring criteria, scoring guide, rating scale and descriptors, or other framework used to evaluate responses	Rubric	Checklists	Observation Guides	Artifacts
46	any change to standardized testing conditions intended to make test more fair and accessible for an individual	Testing accommodation	Testing system	Testing Service	Testing regulations
47	teacher-based formative assessments are…	Observations, Conversations, Artifacts of Learning	Field Notes, Interviews	Student Self-Evaluations	Surveys
48	Teachers record descriptions of classroom interactions, avoiding judgment and interpretation until later	Field Notes	Running Records	Checklists	Observation Guides
49	teachers invite students to share specific information about their intentions, processes, products in order to understand student's learning and identify next steps.	Conferences	Interviews	Surveys	Conversations
50	Using pre-determined or student-generated lists of quality indicators	Exit Slips	Rubrics and Checklists	Process Reflections	Student-Led Conferences

51	a series of visual charts and tools used to represent and organize a student's knowledge, ideas and material in learning.	graphic organizers	Rubrics	Checklists	Reflections
52	Venn diagram is used	to show differences and similarities	to brainstorming a topic	to show the relationship between one piece of information and another	to focus main topic and supporting details
53	Semantic Map is used…	to show the relationship between one piece of information and another	to focus main topic and supporting details	to show differences and similarities	process and procedure
54	concept maps, cognitive maps, or content maps	help students see how ideas are organized within a text	provides learners with a structural framework of information	guide learners and to enhance their comprehension	shows the relation between facts, terms or ideas
55	a form of graphic organizer that includes enclosed concepts (in a circle or square) with lines connecting linked concepts	Concept maps	Sequence charts	Content maps	Semantic map
56	KWL stands for	knew, want to learn, learned	Knowledge, wisdom, learning	Knocking, whispering, leaning	Know, wish, learn
57	six types graphic organizers are…	Description/ or listing, time/temporal sequence, definition and example, comparison and contrast, cause and effect, problem solution.	Comparing, contrasting, problem solving, case study, project work, presentation	Cause, effect, presentation, practice, description, sequence	Listing, timing, comparing. Describing, evaluating, assessing

58	visual displays teachers use to organize information in a manner that makes the information easier to understand and learn	Graphic organizers	Visual aids	pictures	Charts
59	A kind of graphic organizer which helps identify causes of a problem	Fishbone	Mapping	Comparison matrice	Main idea chart
60	2 types of motivation are…	extrinsic and intrinsic.	Instrumental and procedural	Desire and dream	Wish and effort
61	doing something because it is inherently interesting or enjoyable,	intrinsic motivation,	extrinsic motivation	dream	desire
62	doing something because it leads to a separable outcome.	extrinsic motivation,	desire	wish	Interest
63	textbooks, video and audio tapes, computer software, and visual aids	Materials	Visuals	Realia	Representations
64	a procedure that involves measuring the value of a set of learning materials	Materials evaluation	Materials selection	Materials adaptation	Materials supplementation
65	three basic methods can be discerned in the textbook evaluation.	Impressionistic, Checklist, In-depth methods.	Extension, exploitation, extemporisation	Adaptation, supplementation, reformulation	Reduction, interpretation, reformulation
66	skimming through book looking for organization, topics, layout and visuals.	Impressionistic method	Checklist method	In-depth method.	Supplementation
67	the information is recorded in a convenient format, allowing for easy comparison between competing sets of material	Checklist method	Impressionistic method	supplementation	In-depth method.

68	close analysis of one or more extracts or thorough examination of units using predetermined questions.	In-depth method	Impressionistic method	Checklist method	Supplementation
69	Collections of 'raw' input	Semi-materials	Meta-Materials	realia	Authentic materials
70	dictation, role-plays, gap-fills, summary writing and jigsaw listening.	Meta-Materials	Semi-materials	Authentic materials	realia
71	Factors that influence on materials selection	objective of the lesson, method ,content, learner level, interests,culture, time			
72	drawing, photograph of a person, house or scene	representations	realia	texts	Authentic materials
73	cover, design, illustrations, colour of the book	appearence	extras	affordable	Level
74	Learner-factors are…	first language, learning styles, interests	language learning aptitude, methodological competence	socio-cultural background, language competence	form of evaluation, syllabus, method
75	Teacher factors:	time available for preparation, methodological competence, attitude to teaching	socio-cultural background, language competence	language learning aptitude, methodological competence	form of evaluation, syllabus, method

76	Institution's factors:	level within the educational system, physical environment	socio-cultural background, language competence	form of evaluation, specific wants, method	language learning aptitude, methodological competence
77	Adequacy of pattern inventory, Appropriate sequencing	Grammar criteria	Content criteria	General criteria	Pronunciation criteria
78	Functional load, Appropriate of contexts & situations	Content criteria	General criteria	Pronunciation criteria	Grammar criteria
79	Durability, Price & value	General criteria	Pronunciation criteria	Grammar criteria	Content criteria
80	quality of editing & publishing	General criteria	Pronunciation criteria	Grammar criteria	Content criteria
81	Authenticity of language, Availability of supplementary materials	General criteria	Pronunciation criteria	Grammar criteria	Content criteria
82	the process of changing something so that it can be used for different purpose.	adaptation	Supplementation	Exploitation	extemporization
83	compensating for any deficiencies in the material, such as linguistic inaccuracies, out of datedness, lack of authenticity, lack of variety	adaptation	Supplementation	Extemporization	Exploitation
84	a spontaneous response of the teacher to a problem.	extemporization,	Extension	Exploitation	adaptation
85	Substitution of familiar example for the unfamiliar	extemporization	Exploitation	adaptation	Extension
86	the provision by the teacher of additional material in order to enhance understanding or learning.	Extension	Supplementation	extemporization	Exploitation

87	the process of making use of something so that you gain as much as possible from it	Exploitation	extemporization	Extension	Supplementation
88	Paraphrase of textbook instruction or explanation that has not been understood	extemporization	Supplementation	Exploitation	Adaptation
89	addressing the learning styles of individuals and class	Individualisation	Localization	Personalisation	Modernization
90	Reference to previously taught items when teaching new items	extemporization	Exploitation	Supplementation	Extension
91	procedures designed to make things easier	Simplification	Individualisation	Localization	Personalisation
92	recognizing the need for contextual relevance	Localization	Simplification	Individualisation	Modernization
93	relevance of content to learners' interest, educational needs; lives, knowledge and interests	Personalisation	Simplification	Individualisation	Localization
94	changing what seems out of date	Modernization	Personalisation	Simplification	Individualisation
95	A handout designed to facilitate learning through activity	worksheet	format	tool	Technique
96	Shortening the text in some way	reduction	Reformulation	comparison	Media transfer
97	Identify points of similarity or difference	comparison	reduction	Reformulation	Interpretation

98	Expressing the same meaning in a different form	Reformulation	comparison	reduction	Media transfer
99	Carrying out linguistic analysis of a text	Analysis	Reformulation	Media transfer	Reduction
100	Translating text into different format	Media transfer	comparison	interpretation	Reconstruction