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**METHODOLOGICAL MANUAL  
on the Module: ASSESSMENT OF LANGUAGE  
COMPETENCE**

**Fulfilled by Ph.D. Tajieva A.U.**

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### Календарь-тематик реже

| № | Темалар                                     | Саат | Уакты |
|---|---|------|-------|
| 1 | Principles of language assessment (lecture) | 2    |       |
| 2 | Designing assessment specifications         | 2    |       |
| 3 | Alternative ways of assessment.             | 4    |       |
| 4 | Classroom management                        | 4    |       |
| 5 | Giving feedback                             | 2    |       |
| 7 | Principles and types of tests               | 2    |       |
| 7 | Assessing receptive skills                  | 2    |       |
|   | Жами  | 14   |       |

## **TOPIC 1. Importance of assessment in learning process (lecture 2 hours)**

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 examinations)

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.<sup>1</sup>, 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 2. Assessment specifications (practical lesson 2 hours)**

Time: 80 min

Objectives:

- To familiarize participants with task and assessment types
- To raise participants' awareness of assessment specifications of task types
- To enable participants to experience benchmarking

**Lead-in:** 10min

- Discuss the following questions with the whole group:
  - Should you correct all the mistakes in students' writing?
  - What assessment types do you know?
  - What particular tasks in writing classes can be assessed as on-going, midterm and final assessment?

### **Activity 1. Creating an assessment criteria for writing text types.**

Objective: to familiarize the participants with the assessment points

Time: 10 min

Materials: Handout 1 (Sample criteria in Assessment Specifications)

Procedure:

Put the participants into pairs and ask them to come up with criteria to check any writing text types, and to share with the class. Then, present the original criterion from the Assessment Specifications.

### **Activity 2. Assessment Specifications and Benchmarking.**

Objective: to raise the participants' awareness of assessment specifications and benchmarking

Time: 40-45 min

Materials: Handout 2 (a sample of students' paragraph).

Procedure:

- Divide the participants into groups of 3 and give each member the sample student paragraph to assess based on the sample criteria provided. After, they evaluate the paragraphs individually, they should agree on the same mark within their group. Then, discuss as a whole class and reach a common decision on the total mark for the given paragraph.

**Round-up:** 10-15min

Ask the participants the following questions:

- Has your attitude to teaching writing as a separate subject changed after the training sessions?
- What should you consider as important in teaching Writing I?
- What insights did you get from the Writing sessions?
- What else could you suggest in order to improve the Writing Course?
- What difficulties do you think you might face in teaching Writing Course?

Also, give the participants an opportunity to ask questions.

### **TOPIC 3. Alternative ways of assessment. (practical lesson 2 hours)**

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 choose 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 10 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<br>(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

**Topic 4. Classroom management(practical lesson 2 hours)**  
**Teacher as a moderator (practical lesson 2 hours)**

**Plan of the lesson:**

- 1. Identification of the concept.**
- 2. Duties and responsibilities of a teacher**
- 3. Roles of a teacher.**

A teacher has been defined differently by many scholars. Although all scholars refer to the teaching profession, the TUKI dictionary defines a teacher as a person who teaches or facilitates the learning process (TUKI 1981:201).

Moreover, a teacher has been defined as a person “who has knowledge, skills and special trainings in teaching, explaining and educating. The teacher is the person who is capable of creating behavioural change in terms of cognitive, psychomotor as well as affective domain” [27;8].

Teaching is the special career as it gives rise to other professions. All other professions originate from the teaching profession as one cannot acquire knowledge and specific field skills without a teacher. The teaching profession is special in many aspects, some being that; a teacher is responsible for the provision of knowledge and skills in the society. The teacher is also responsible for nurturing human beings with different manners and attitudes so that they can live well in the society. He uses Educational psychology in creating behavioural change to the learners. Unlike an engineer who deals with the machines, a

teacher uses Education psychology to determine the learning behaviours of children according to their age.

Also the teacher uses his knowledge of the curriculum to provide appropriate knowledge to the target learners. In addition to that, a teacher is a special person in that he is capable of interpreting education philosophy and policy into real life. If the teacher wrongly interprets the national educational philosophy and policy, the expected output will not be realized. The teaching profession should be handled with care so as to avoid putting the nation into a mess.

The only people to drive the society out of the pool of ignorance are the teachers. One education stakeholder made the following statement; “ A teacher is a ladder towards independent thinking” [23;9].

A teacher has knowledge and skills that other people do not have. It is only the teacher who can justify as to why he has taught this and not that, why children should be here and not there and why a certain pupil has understood and the other has not.” [27;31].

### **Duties and responsibilities of a teacher**

The teacher has a key role to play while at school or at home. The following are some of the duties and responsibilities of a teacher:

- *To give knowledge and utilize potentials*

A teacher has a responsibility to offer knowledge according to the level of the learners. This takes us directly to the main responsibility of a teacher who is considered the source of knowledge. In that matter, presentation of the material and identification of the pupils’ potentials are the vital roles of the teaching process. Presentation involves giving new knowledge which may not be available in the books because such knowledge may be environmental specific. There are important issues to be considered by all teachers regardless of teaching modality used. These issues include involving the pupils in the teaching and learning process, having time to reflect what has been taught and to motivate learners.

This will help in creating confidence and making learners active members of society. A teacher is expected to teach things that are relevant to the society. The teacher should not regard learners as empty tins but she/he should know that learners know something. The teacher should give the learners knowledge and skills to enable them cope with the fast ever changing world. “The teacher plays a big role in moulding and shaping learners. The teacher normally nurtures the pupils from the early stages of learning to the highest stage. Teachers are expected to train learners to independent thinking and problem solving at the highest level.” [18;31].

- *To facilitate the teaching and learning process*

This is the most important step expected to be done by the teacher before entering the class. The teacher is supposed to prepare, plan, and facilitate the teaching and learning process. If a teacher is well prepared, he can also teach effectively and efficiently. It is imperative for a teacher to update his lesson notes every now and then. This helps him to cope with the ever changing world.

- *Keeping class records*

A teacher is supposed to use his time while at school to check for pupil's attendance, to keep pupils' progress report and to make any other relevant follow-ups regarding his pupils. The way the teacher handles these matters reflects his preparedness in general. If a teacher has made preparation prior to teaching, he will find the teaching process easy and will have enough time to attend the pupils. The teacher is also responsible for keeping records related to pupils' conduct, pupil's personal history as well as academic progress

- *To maintain and build discipline/values to the pupils*

One of the most difficult responsibilities of teachers is to maintain discipline. One of the principles a teacher may use to maintain discipline in the class is to have class regulations. These regulations should be known to all the pupils and they should be displayed on the notice board together with their possible penalties. If the teacher is not fair enough, there is no point of having the regulations. The teacher is also supposed to build the attitude of patriotism to the

country among pupils. Moreover, the teacher should train learners to develop a sense of solidarity, honesty and love to the nation.

### *Creative and researcher*

A teacher is always a researcher. He uses most of his time conducting researches on his pupils. Through research the teacher can easily understand his pupils' learning abilities. In a research, a teacher identifies pupils' potentials and their relevance to the society. The teacher normally creates new teaching approaches. The teacher is also supposed to equip himself with changes so as to cope with science and technology. By updating his knowledge and skills, the teacher will be able to give relevant material to his pupils. In terms of creativity, a teacher is expected to be creative enough to make his lesson natural and interesting to the pupils. Also by being creative, the teacher will be able to encourage the pupils to participate effectively in the lesson.

- *The role model*

The importance of a teacher as a role model has been documented extensively. A teacher, like a medical doctor should set a good example so that the pupils can emulate from his teachings. Pupils tend to emulate from their teachers in the course of teaching and learning process. Also pupils tend to emulate teachers' attitudes towards different aspects of life.

A role model in good behavior as well as hard working spirit: Being facilitators in the learning process, teachers are expected to be the role model in the society. A good teacher is the one who involves his pupils during the teaching and learning process. Also a good teacher makes his lesson interesting to the pupils. The teacher should encourage class interaction and exchange of views with the pupils. The teacher should instill pupils with a sense of trust for what he is teaching. He should be a good example for the pupils. For example, a teacher who comes to class late will not be able to convince the pupils that late coming is improper. Also a teacher who preaches cleanliness cannot be trusted by the pupils if he is not clean. More over it does not make sense to prohibit the use of mobile phones in class while the same teacher uses a mobile phone regularly during class

time. The teacher's personality plays a key role in the teaching and learning process.

- *A facilitator*

A teacher is a facilitator in the learning and teaching process. In the past the teacher was considered the only source of knowledge, but nowadays the orientation is different. Instead the teacher is not considered to be the only source of knowledge but rather a facilitator in the learning process. The participative teaching approach has changed the role of a teacher. The teaching approach today is based on the problem solving on the part of the pupils. Rather than being considered the source of knowledge, the teacher is nowadays considered as just a facilitator.

- *An evaluator*

To evaluate pupils' academic progress is one of the most important responsibilities of a teacher. Teachers are expected to effectively assess pupils' progress in the course of teaching and learning process. All the tasks assigned to the pupils should be evaluated. When making lesson preparation, a teacher should also determine how the lesson will be assessed to check whether or not the pupils have been able to follow what has been taught. It is therefore vital for a teacher to set time for course evaluation. Evaluation helps a teacher to determine pupils' progress from one grade to another. Also evaluation helps a teacher to determine the readiness of the pupils in grasping the material in the class. Moreover, evaluation/assessment helps to determine pupils' potentials. However, it is easier to be a good teacher but to be a good course evaluator is something difficult.

- *Curriculum evaluator*

Teacher's responsibility is not only confined to preparing and executing education plans and evaluation of the plans of education. A teacher is also responsible for the assessment/evaluation of the existing curriculum. Planning and making evaluation on the best teaching is an important process in education. Evaluation, as an important process, is useful in a teaching profession because it guides the teachers in executing their responsibility efficiently.

- *Curriculum designer*

Teachers have a responsibility to plan and implement the curriculum. A teacher is responsible for lesson preparation as well as lesson development. The teacher should make his course material understandable. With this regard, the teacher should read widely and extensively. The teacher should determine the relevant learning material for his pupils as well as their needs. The teacher should determine relevant and appropriate teaching and learning facilities.

In curriculum planning and designing, teachers are given opportunity to give their views regarding the curriculum in question. Curriculum planning is one of the challenges teachers face. This is due to the fact that curriculum designing is a task that needs great experience, dedication and is time consuming. Giving guidelines on what is to be taught is another important responsibility of a teacher. The teacher should also prepare handouts so as to facilitate teaching process. S/he should also prepare lesson objectives, learning outcomes and other important material that pupils need to know.

- *The solicitor of knowledge*

The teacher should act as a solicitor of knowledge. Due to the development of information technology, finding information has now been easier. Pupils, nowadays, are able to surf via internet for information they need. They therefore do not rely completely on the teacher. The responsibility of a teacher as a solicitor of information has essentially remained the same. The teacher normally solicits the relevant material to be used by learners.

- *Counselor and mentor*

Apart from teaching, the teacher also fulfills other duties in the society. Teachers are also consulted to solve different problems in the society. Teachers also participate in different development activities in the society. Because of their relatively big number, teachers play a key role in the society. In any social setting, teachers are given a priority of being leaders. For example, leaders of different committees, leaders of NGOs, chairpersons and secretaries of different

civil associations, etc. Although these responsibilities cannot explicitly be seen, they are there as one of the day to day responsibilities of teachers.

## **MATERIALS FOR PRACTICAL LESSON**

### **Warm up activity**

1. 3 options are placed in different parts of the classroom. (Teacher is an actor, Teacher is an engine driver, Teacher is an architect). Sit on the table with the option you agree with. Then with your group mates discuss your options, and present it to the whole class.

### **2. Brainstorming**

|                 |                              |
|-----------------|------------------------------|
| A teacher is... | An organizer                 |
|                 | Manager                      |
|                 | Actor                        |
|                 | Observer                     |
|                 | Facilitator                  |
|                 | Model                        |
|                 | Evaluator                    |
|                 | Mentor/counselor             |
|                 | Solicitor of knowledge       |
|                 | Materials designer/evaluator |
|                 | Researcher                   |

### **Task 1: The qualities of a teacher**

- A.** (i) Individually, look at the following list of qualities and pick out five that a good English teacher should have. You may add up to two more of your own if you wish.

- 1.Ability to listen actively
- 2.A loud and strong voice
- 3.Excellent English
- 4.A good knowledge of language acquisition theory
- 5.Empathy
6. Recent classroom experience



- 7.A good imagination
- 8.Open-mindedness
- 9.Ability to motivate others
- 10.Flexibility
- 11.A charismatic personality
- 12.Ability to manage learning effectively
- 13.A sound knowledge of pedagogy
- 14.Psychological awareness
- 15.....
- 16.....

(II) In groups compare your priorities and agree on your group's "top five". Present your list to the whole group.

- B.** Stay in the same group. Together, choose and carry out **one** of the following options:
1. Produce a poster with a visual representation (a picture, a cartoon etc.) of one or more of the qualities you have defined.
  2. Devise and act out a short drama sketch in which you demonstrate one or more qualities you have identified.
  3. Write a short story or poem to include and highlight one or more of the qualities you have identified.

### **Task 2: Teacherism**

- Indifference
- Patronizing
- Favouritism
- Parrot teaching (echo teaching)
- Commentating (to use too many unnecessary words "I'll clean the board. I'll check you, we'll do the next task")
- Answering her own questions
- Distracting smb's attention
- Offending easily

### **Task 3. Self-evaluation**

Self –evaluation is the ability to think honestly about your own teaching and listening to others' views about you and make

|   |
|---|
| conclusions, being self-critical to yourself. |
|---|

### **How can we observe ourselves?**

- By our actions, how these actions are accepted by others
- By the results of our work
- By observing other teachers' lessons.
- Videotaping your own lesson
- Inviting other teachers to observe you and accepting their opinions.
- Testing learners.

### **How to be a good teacher?** (Choose the options you agree with)

- Always arrive on time
- Try to be a role model
- Be patient
- Be polite
- Be attentive
- Be hard working
- Be Respectful
- Be a Creator
- Be a Good appreciator
- Be broad minded/open minded
- Be enthusiastic
- Love your job
- Prepare effective lessons
- Help learners to solve personal problems
- Find way out
- Create friendly atmosphere in class
- Learn constantly

## **TOPIC 6. Principles and types of assessment(practical lesson 2 hours)**

### **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 (a and 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 '20th century' [text] in this context.

Option b) is also incorrect because the preposition 'on' is used with dates such as 'on the 20th of 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 one final 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 30 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 agreed her 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 20th century. 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 20th century 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

## TOPIC 7. Skills assessment tests (practical lesson 2 hours)

### 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 <sup>+</sup> 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.

0The 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 poorfamily 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

### 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 you 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<sup>+</sup>. 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.

| 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 observing an experienced teacher) and take notes which later can be used as the basis of a report.                                    | Skills of observation, note taking, analysis, evaluation, 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   | Reflection, personal development, application of knowledge   |

|                 |  |  |
|-----------------|--|--|
|                 | designed in a particular way so that marks can be allocated. |  |
| Peer assessment | Students work out criteria and assess each other.            | Reflection, personal development, application of knowledge |

## 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 music is 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, spinster refers to an older unmarried woman but in a legal context it refers to any unmarried 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/or spoken language with ease and without

significant hesitation

ii. the ability to speak with a good but not necessarily perfect command of 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. Kinaesthetic learners 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 or incomplete 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 learner or course participant collects and puts together in a file, usually for assessment. .

51. Post-systematic error -An error made by a learner after s/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 roles of 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 skimming or 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) Values are 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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## 1. 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 |

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| 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 |

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| <b>8</b>  | Two sets of principles are fundamental to good assessment practice. They are.... | Validity and Reliability   | Referencing and construction   | Formal and informal  | Final and continuous   |
| <b>9</b>  | 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. |
| <b>10</b> | 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                     |
| <b>11</b> | 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                     |
| <b>12</b> | 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   |

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| 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   |

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| 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. |



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| 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.          |

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| 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    |
| 42 | Grading is...  | 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.                           |
| 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   |

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| 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                      |

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| 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  |

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| 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 |   |  |  |

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| 72 | drawing, photograph of a person, house or scene                   | representations   | realia  | texts   | Authentic materials                                   |
| 73 | cover, design, illustrations, colour of the book                  | appearance  | 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                                      |

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| <b>82</b> | the process of changing something so that it can be used for different purpose.   | adaptation            | Supplementati<br>on   | Exploitation        | extemporizatio<br>n |
| <b>83</b> | compensating for any deficiencies in the material, such as linguistic inaccuracies, out of datedness, lack of authenticity, lack of variety | adaptation            | Supplementati<br>on   | Extemporizatio<br>n | Exploitation        |
| <b>84</b> | a spontaneous response of the teacher to a problem.   | extemporizatio<br>n,  | Extension             | Exploitation        | adaptation          |
| <b>85</b> | Substitution of familiar example for the unfamiliar   | extemporizatio<br>n   | Exploitation          | adaptation          | Extension           |
| <b>86</b> | the provision by the teacher of additional material in order to enhance understanding or learning.  | Extension             | Supplementati<br>on   | extemporizatio<br>n | Exploitation        |
| <b>87</b> | the process of making use of something so that you gain as much as possible from it   | Exploitation          | extemporizatio<br>n   | Extension           | Supplementati<br>on |
| <b>88</b> | Paraphrase of textbook instruction or explanation that has not been understood  | extemporizatio<br>n   | Supplementati<br>on   | Exploitation        | Adaptation          |
| <b>89</b> | addressing the learning styles of individuals and class   | Individualisati<br>on | Localization          | Personalisation     | Modernization       |
| <b>90</b> | Reference to previously taught items when teaching new items  | extemporizatio<br>n   | Exploitation          | Supplementati<br>on | Extension           |
| <b>91</b> | procedures designed to make things easier   | Simplification        | Individualisati<br>on | Localization        | Personalisation     |

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| <b>92</b>  | recognizing the need for contextual relevance   | Localization    | Simplification  | Individualisation | Modernization     |
| <b>93</b>  | relevance of content to learners' interest, educational needs; lives, knowledge and interests | Personalisation | Simplification  | Individualisation | Localization      |
| <b>94</b>  | changing what seems out of date   | Modernization   | Personalisation | Simplification    | Individualisation |
| <b>95</b>  | A handout designed to facilitate learning through activity                                    | worksheet       | format          | tool              | Technique         |
| <b>96</b>  | Shortening the text in some way   | reduction       | Reformulation   | comparison        | Media transfer    |
| <b>97</b>  | Identify points of similarity or difference   | comparison      | reduction       | Reformulation     | Interpretation    |
| <b>98</b>  | Expressing the same meaning in a different form   | Reformulation   | comparison      | reduction         | Media transfer    |
| <b>99</b>  | Carrying out linguistic analysis of a text  | Analysis        | Reformulation   | Media transfer    | Reduction         |
| <b>100</b> | Translating text into different format  | Media transfer  | comparison      | interpretation    | Reconstruction    |