

БУХОРО ДАВЛАТ УНИВЕРСИТЕТИ ҲУЗУРИДАГИ ПЕДАГОГ
КАДРЛАРНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ
МАЛАКАСИНИ ОШИРИШ МИНТАҚАВИЙ МАРКАЗИ

ТИЛ КОМПЕТЕНЦИЯЛАРИНИ БАҲОЛАШ МЕХАНИЗМЛАРИ

2021

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**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

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МЕХАНИЗМЛАРИ”**

МОДУЛИ БЎЙИЧА

ЎҚУВ-УСЛУБИЙ МАЖМУА

Филология ва тилларни ўқитиш: инглиз тили

Модулнинг ўқув-услубий мажмуаси Олий ва ўрта махсус таълим вазирлигининг 2020 йил 7 декабрдаги 648-сонли буйруғи билан тасдиқланган ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилган.

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I. ИШЧИ ДАСТУР

Кириш

“Тил компетенцияларини баҳолаш механизмлари” модули тил билиш даражасини баҳолаш тамойиллари, баҳолаш мезонларини яратиш ва улардан самарали фойдаланиш, баҳолаш ва материал тўплаш, коммуникатив ва вазифага асосланган тил ўргатишда баҳолаш мезонларини қўллаш, альтернатив баҳолаш, синфни тадқиқ қилиш, фидбек бериш, ўз ўзини баҳолаш, тестлар яратиш усуллари, тест принциплари, аудио матнларни танлаш ва матн харитасини яратиш, тинглаб тушуниш, ўқиш, ёзув, гаплашиш кўникмаси бўйича тестлар таҳлил қилиш ва яратиш кўникмасини шакллантириш масалаларини қамрайди.

Модулнинг мақсади ва вазифалари

“Тил компетенцияларини баҳолаш механизмлари” модулининг **мақсади** тил компетенцияларини баҳолаш методлари ва механизмлари модули бўйича олий таълим муассасалари профессор-ўқитувчиларида амалий хорижий тил компетенцияларини баҳолаш механизмларини ҳозирги кун талаблари асосида ташкил этиш методикасини ўзлаштириш ва амалиётда қўллай олиш кўникмаларини ривожлантиришдан иборатдир.

“Тил компетенцияларини баҳолаш механизмлари” модулининг **вазифалари** чет тили таълимида билим, кўникма, малакаларни баҳолаш, лингвистик ва маданиятлараро компетенцияларни баҳолаш билан бирга нутқ коммуникацияси элементлари, социолингвистик элементлар, прагматик элементлар, баҳолашнинг асосий турларини ўзлаштириш билан бирга мавзуга оид олимлар томонидан билдирилган фикрларни таҳлил қилиш кўникмаларини ҳам мустаҳкамлайди. Модул тил билиш даражасини баҳолаш тамойиллари, баҳолаш мезонларини яратиш ва улардан самарали фойдаланиш, баҳолаш ва материал тўплаш, коммуникатив ва вазифага асосланган тил ўргатишда баҳолаш мезонларини қўллаш, альтернатив баҳолаш синфни тадқиқ қилиш, фидбек бериш, ўз ўзини баҳолаш принциплари билан ҳам таништиради. Модул тестлар яратиш усуллари, тест

принциплари, аудио матнларни танлаш ва матн харитасини яратиш, тинглаб тушуниш, ўқиш, ёзув, гаплашиш кўникмаси бўйича тестлар таҳлил қилиш ва яратиш кўникмасини шакллантириш механизмини мустақил ҳолда ташкил этишни ўз ичига олади.

Модул бўйича тингловчиларнинг билими, кўникмаси, малакаси ва компетенцияларига қўйиладиган талаблар

“Тил компетенцияларини баҳолаш механизмлари” модулини ўзлаштириш жараёнида амалга ошириладиган масалалар доирасида тингловчилар:

- тил билиш даражасини баҳолаш тамойиллари;
- баҳолаш мезонларини яратиш ва улардан самарали фойдаланиш;
- ўқув жараёнини баҳолаш мезонлари;
- тил ўрганиш жараёнлари ва баҳолаш усуллари бўйича **билимга эга бўлиши керак.**
- коммуникатив вазифага асосланган тил ўргатишда баҳолаш мезонларини қўллаш;
- тил ўрганувчининг эҳтиёжларини, билим даражасини тўғри баҳолай олиш ва ўқитишнинг энг самарали усуллари қўллай олиш;
- талабалар ўзлаштиришини таҳлил қилиш, баҳолаш ва турли амалий топшириқларни ярата олиш;
- тинглаб тушуниш, ўқиш, ёзув, гаплашиш кўникмаси бўйича тестлар таҳлил қилиш ва яратиш **кўникмаларини эгаллаши лозим.**
- чет тили таълимида билим, кўникма, малакаларни баҳолаш;
- лингвистик ва маданиятлараро компетенцияларни баҳолаш;
- нутқ коммуникацияси элементлари, социолингвистик элементлар прагматик элементлар, баҳолашнинг асосий турларини ўзлаштириш;

- мавзуга оид олимлар томонидан билдирилган фикрларни таҳлил қилиш малакаларига эга бўлади.
- Модул бўйича портфолио тузиш, CEFR тизими бўйича баҳолаш; тестларни ишлаб чиқиш принциплари билан ҳам таништириш;
- ўқув адабиётларга бўлган эҳтиёжни ўрганиш;
- ўқув мақсадлари ва кутилаётган натижаларни тўғри белгилай олиш;
- баҳолаш, фикр-мулоҳазага асосланган баҳолаш механизмини мустақил ҳолда ташкил этиш **компетенцияларига эга бўлиши талаб этилади.**

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

Тил компетенцияларини баҳолаш механизмлари модули мазмуни ўқув режадаги “Тил ва таълимга интегратив ёндашув: Пост-метод даври”, “Технологияга асосланган тил ўқитиш” ўқув модуллари билан узвий боғланган ҳолда инглиз тили ўқитувчиларини хорижий тилларни ўқитишдаги замонавий ёндашувлар, педогогик технологиялар ва интерактив услублар билан таништиради.

Модулнинг олий таълимдаги ўрни

Мазкур модул олий таълим тизимида инглиз тили ўқитувчиларини энг сўнгги замонавий ёндашувлар ва илғор амалий усуллардан унумли фойдаланган ҳолда сифатли таълим беришларида муҳим ҳисса қўшади.

Модул бўйича соатлар тақсимоти:

№	Модул мавзулари	Тингловчининг ўқув юкلامаси, соат			
		Ҳаммаси	Аудитория ўқув юкلامаси		
			Жами	Жумладан	
		Назрий		Амалий машғулот	
1.	Introduction to the course	2	2	-	2
2.	What is assessment? Types of assessment	2	2	2	-
3.	Assessment. Alternative Ways of Assessment	2	2	-	2
4.	Assessing language skills using CEFR.	2	2	2	-
5.	Assessing communicative language teaching	2	2	-	2
6.	Giving feedback. Feedback styles.	2	2	-	2
7.	Correcting mistakes in oral work.	2	2	-	2
8.	Written feedback	2	2	-	2
9.	Basics of Testing. Testing Receptive Skills (Listening & Reading)	2	2	-	2
10.	Assessing productive skills. (Speaking & writing). Error correction	2	2	-	2
	Жами:	20	20	4	16

НАЗАРИЙ МАШҒУЛОТЛАР МАЗМУНИ**Session № 1:** What is assessment? Types of assessment

To raise participants' awareness of the importance of assessment and types of

assessment

Session № 2: Assessment. Alternative Ways of Assessment

to raise participants' awareness of the importance of alternative ways of assessment;

to enable participants to identify the difference between curriculum and syllabus;

Activity 1. Defining a alternative ways of assessment

Activity 2. What is alternative ways of assessment?

Activity 3. Importance of the alternative ways of assessment in teaching

Activity 4. Linking Effective Teaching to the Course Outline

АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

Session № 1: Introduction to the course

to give participants an opportunity to get know each other better and establish a positive atmosphere in the group;

to familiarize participants with the course content and its objectives;

to enable participants to identify their initial learning needs;

Lead-in 'Chain game'

Activity 1 Is that true about you?

Activity 2 Getting to know each other

Activity 3 What makes a good teacher?

Session № 2: Assessing language skills using CEFR.

to raise participants' awareness of the CEFR and its descriptors;

Session № 3: Assessing communicative language teaching

to raise participants' awareness of communicative teaching and ways assessing it

Session № 4: Giving feedback. Feedback styles.

to provide an opportunity to participants to explore different types of feedback;

to enable participants to identify the advantages and disadvantages of each type of feedback;

Activity 1. Types of feedback

Activity 2. Match different types

Activity 3. Exploring deeper

Activity 4. Pros and cons

Session № 5: Correcting mistakes in oral work.

to raise participants' awareness of the basic issues related to error correction;

to provide a practical guidance to participants to correct errors;

Activity 1. How to start?

Activity 2. How to correct errors?

Activity 3. Course content and sequencing

Session № 6: Written feedback

What is a lesson feedback?

to explore the characteristics of effective written feedback;

to give participants an opportunity to experience giving constructive written feedback;

Session № 7: Basics of Testing. Testing Receptive Skills (Listening & Reading)

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 ;

Session № 8: Assessing productive skills. (Speaking & writing). Error correction

Topics for discussion:

to raise awareness of the importance of assessment and assessment criteria;

to discuss current practices of assessing students' writing;

to give feedback on samples of students' writing;

to explore the nature of errors/ mistakes and ways of dealing with them;

II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТЕРФАОЛ ТАЪЛИМ МЕТОДЛАРИ

ASSESSMENT

The measurement of the ability of a person, the quality or success of a teaching course. Assessment may be by test, interview, questionnaire, observation and so on.

БАҲОЛАШ методи

Шахсининг қобилиятини, ўқитиш курсининг сифати ёки муваффақиятини ўлчаш ва баҳолаш демакдир. Шунингдек, баҳолаш тест, суҳбат ўтказиш, савол жавоб, кузатиш ва хоказолар орқали амалга ошириш мумкин.

AUTHENTIC TASK

An authentic task is a task that native speakers of a language would do in everyday life. When learners do an authentic task they are doing something that puts real communicative demands on them. 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.

АУТЕНТИК ВАЗИФА

Маҳаллий тилда сўзлашувчи киши кундалик ҳаётида бажарадиган доимий вазифалар бўлиб, тил ўрганувчи ана шундай вазиятлардан ҳақиқий сўзлашувда фойдаланса, самаралироқ бўлади. Дарс жараёнида тилни ўрганишда реал ҳаётда учрайдиган воқеа-ходисалар ифода этилган матнларни қўллаш фойдалидир. Аутентик материаллар дарсликларда берилмайди.

BRAINSTORMING

(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.

АҚЛИЙ ХУЖУМ услуби

Бевосита жамоа бўлиб “фикрлар хужуми” ни олиб бориш демакдир. Бу услубдан мақсад, мумкин қадар катта миқдордаги ғояларни йиғиш,

талабаларни айти бир хил фикрлашдан ҳоли қилиш, ижодий вазифаларни ечиш жараёнида дастлаб пайдо бўлган фикрларни енгишдир.

CASE STUDY

It is about a person, group, or situation that has been studied over time. The case study method often involves simply observing what happens to, or reconstructing ‘the case history’ of a single participant or group of individuals (such as a school class or a specific social group).

“КЕЙС-СТАДИ” услуби

Бу услуб аниқ вазият, ҳодисага асосланган ўқитиш услуби ҳисобланади. Шунингдек, вазият билан танишиш, ахборотларни умумлаштириш, ахборот таҳлили ва ҳар бир ечимнинг афзал ва заиф жиҳатларини белгилаш демакдир.

CLUSTER

Is the task of grouping a set of objects in such a way that objects in the same group (called a **cluster**) are more similar (in some sense or another) to each other than to those in other groups (clusters).

ТАРМОҚЛАР услуби

Фикрларнинг тармоқланиши-педагогик стратегия бўлиб, у талабаларнинг бирон-бир мавзуни чуқур ўрганишига ёрдам бериб, уларни мавзуга таалуқли тушунча ёки аниқ фикрларни эркин ва очиқ узвий боғлаган кетма-кетликда тармоқлашни ўргатади.

DISCUSSION METHOD

It demands that students come to class well prepared. Compelling them to think out their arguments in advance and to answer their peers’ questions and counter arguments, it sharpens their powers of reason, analysis and articulation. It thus provides them with fundamental skills necessary for success in any discipline or profession.

БАҲС-МУНОЗАРА

Усулида гуруҳ аъзолари бирор муаммони ечиш мақсадида ўз ғояларини

оғзаки таклиф этадилар. Усулдан самарали фойдаланиш учун иштирокчилар муҳокама предметиға оид етарли билим ва тажрибаға эга бўлишлари лозим. Бу усул катталар таълимида кўпроқ самара беради.

ICE-BREAKER

An activity to make learners feel less nervous or inhibited when they first meet.

“МУЗЁРАП” методи

Қиздирувчи, фаолиятга жалб қилувчи машқ. Талабаларнинг ўзаро танишиши ва ишчи муҳит яратиш мақсадида қўлланилади. Бу методхонадаги рухий тарангликни енгиш, гуруҳнинг шаклланиш жараёнини тезлатиш, мулоқот ва ахборот алмашинувини йўлга қўйиш, шунингдек, самимийлик ва ҳамкорлик муҳитини яратишга ёрдам беради.

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. An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

АХБОРОТ АЛМАШИШ МЕТОДИ

Бу услуб шундайки, талабалар жуфт ёки икки гуруҳ бўлиб турли хил ахборотга эга бўлишади, ёхуд бири билган ахборотни иккинчи талаба билмайди. Бу эса суҳбатлашиш учун ҳақиқий мақсад пайдо қилади. Бу услуб асосан чет тилида гапириш, мулоқотга кириш учун ёрдам беради. Шунингдек, расмлардан ҳам фойдаланиш мумкин.

INTERACTION PATTERN

Mode of work (individual work, pair work, group work) used in learning or teaching.

ИНТЕРФАОЛЛИК

Ўзаро ҳаракат қилмоқ маъносини беради. Ўзаро ҳаракат турлари: Ўқитувчи-талаба; талаба-талаба; ўқитувчи-талабалар; талалар-талабалар; талабалар-

ўқитувчи.

JIG-SAW 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.

“АРРА” МЕТОДИ

Бу усулда асосан гуруҳ бўлиб ишланади. Ҳар бир гуруҳ аъзосининг кўлига матннинг бир бўлаги берилади, сўнгра мазмунини ўқиб билиб олгандан сўнг, барча қатнашчилар томонидан бутун матн тузилади. Бундай метод ўқитишни ўрганишда қўлланилади.

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 distracters.

КЎП ТАРМОҚЛИ ТАНЛОВ ТЕСТЛАРИ

Бу метод асосан, тестда қўлланилади. Ўрганувчи учун тузиладиган тестлардаги саволда 4 ёки 5 та жавоблар берилади. Битта берилган саволдаги 4 ёки 5 та жавобининг биттаси тўғри бўлади, қолганлари эса ўхшаш жавоблар тариқасида берилади.

PRESENTATION

The way which something is offered, shown or explained others. A formal monologue presents ideas, opinions or a business proposal.

ТАҚДИМОТ

Ахборот, назария ёки тамойилларни талабаларга етказиш мақсадида эксперт томонидан ўтказиладиган тадбир. У турли (маъруза, савол бериш, мунозара юритиш) шаклларда ўтказилиши мумкин. Тақдимотнинг мазмуни услуб

сифатида ўқитувчига кўпроқ боғлиқ бўлади.

WARM-UP ACTIVITY

An activity used to orient learners to a new topic or area of focus in a lesson.

“ЧИГИЛНИ ЁЗИШ”

Дарсга берилган янги мавзунини ёритиш ва талабаларни мавзуга жалб қилиш мақсадида қўлланадиган услублардан биридир.

TRUE-FALSE ACTIVITY

It is a strategy of teaching students, where a teacher allows students to compare two different historical perspectives to the same question. It allows students to see differing opinions to the same problem and go about doing history. It is designed to add inquiry into the teaching of history.

“ТЎҒРИ-НОТЎҒРИ”

Талабаларни ўқитишда қўлланиладиган шундай ёндашувки, унда у талабага берилган битта саволни иккита турли хил томонини таққослашига имкон яратади. Шунингдек, бу метод талабаларга бир хил муаммога турли хил берилган фикрларни кўриб чиқиш ва танлашга ҳуқуқ беради. Ўқитиш усулини яна такомиллаштириш ва мавзунини ёритишга ёрдам беради.

GAP FILL ACTIVITY

A gap-fill is a practice exercise in which learners have to replace words missing from a text. These words are chosen and removed in order to practise a specific language point. Gap-fill exercises contrast with cloze texts, where words are removed at regular intervals, e.g. every five words.

НУҚТАЛАР ЎРНИГА ҚЎЙИШ

Бу усул асосан, талабаларни матн билан ишлаш жараёнида гапларда берилган нуқталар ўрнига керакли сўзларни қўйиш учун ишлатилади. Бу эса тил ўрганувчи учун тушириб қолдирилган сўзларни мукамал ўрганишлари учун фойдали. Бундай машқлар кўпинча ёпиқ матнларда берилади.

III. НАЗАРИЙ МАТЕРИАЛЛАР

Lecture. What is assessment? Types of assessment

Plan:

1. What is assessment?
2. Types of assessment

Key words and expressions to lecture 1

Assessment - is the systematic basis for making inferences about the learning and development of students;

Evaluation - is the systematic assessment of the design, implementation or results of an initiative for the purposes of learning or decision-making;

Formative Assessment - is an essential part of teaching and learning;

Summative Assessment - shows the amount of learners' success in meeting the assessment;

Work Integrated Assessment - is where the tasks and situations are closely associated with what you experience;

Diagnostic Assessment - intended to improve learner's knowledge.

Self-assessment helps students to develop independence and ownership of their learning, which builds confidence and a sense of their strengths and areas for growth.

What is Assessment?

Assessment is a process which follows a set of four components. These four stages or components are Plan, Do, Check and Act. It is a process to evaluate the student's performance. Besides, it is an orderly process. This uses a test to check the student's performance. It divides into many types.

The assessment cycle first plans and formulate a plan to teach students. Secondly, use the plan to effectively do the task of teaching. Thirdly, check whether outcomes the work is according to the plan and outcomes met or not? Lastly, teaches a way to use the learned knowledge.

The assessment cycle

- Plan - What do I want students to learn? This stage includes the first fundamental component of assessment: Formulating statements of intended learning outcomes
- Do - How do I teach effectively? This stage includes the second and third fundamental components: Developing or selecting assessment measures & creating experiences leading to outcomes.
- Check - Are my outcomes being met? This stage involves evaluation of assessment data (part of the fourth component).
- Act - How do I use what I've learned? This stage involves reinforcing successful practices and making revisions to enhance student learning (part of the fourth component).

Definitions of assessment

Various definitions of assessment and the role it plays in teaching and learning:

1. Assessment involves the use of empirical data on student learning to refine programs and improve student learning. (Assessing Academic Programs in Higher Education by Allen 2004)
2. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)
3. Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991)

4. Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Palomba and Banta 1999)

Types of Assessment

There is a wealth of different formats and types of assessment you could use. To decide what type of assessment to implement, you first need to make sure that the assessment is valid and relevant.

Valid - does the assessment method allow the assessor to measure the learning outcome it is designed to assess?

Your curriculum should be ‘constructively aligned’ (Biggs and Tang 2011). In constructive alignment, we start with the outcomes we intend students to learn, and design teaching and assessment that enables those outcomes to be developed, achieved and measured.

It is important to choose an appropriate method for measuring that learning outcome.

Learning Outcome	Assessment Type
To summarise research to date in the field of parent-teacher-pupil learning contracts.	Literature review.
Design and run an experiment to characterise the yeast profile of a given sample.	Lab report.
To communicate a recent scientific research topic to a lay-audience.	Video, newspaper article, podcast etc.
To evaluate historical sources and	Essay

Learning Outcome	Assessment Type
present a justified and coherent argument for a given position.	

Relevant - is the assessment method authentic and relevant to the student journey?

Assessment can be a useful way of enabling students to develop a wide range of capabilities beyond academic skills, including the wider Sheffield Graduate Attributes. Assessment methods that relate to their future likely careers will also be more relevant.

Formative Assessment

It is an essential part of teaching and learning. It does not add to the final marks given for the unit; instead, it put into learning through given advice. Also, it points out what is good about the work and what is not? Similarly, it also affects what the students and teacher will plan in the future for learning.

Formative assessment can be informal, done within class, and with no associated module marks or weighting. You can also include formative assessment more formally in a module. This could either be as a pass/fail element which does not impact on the final grade , or an assessment that carries module marks. The most essential element of formative assessment is quality feedback.

Formative assessment can be a ‘practice’ for a summative assessment. This will familiarise students with the assessment type and also provide formative feedback that students can use for their final assessment. Formative assessment can also be used as part of the process of supporting students to reflect on their own learning. This is an inclusive approach to assessment, especially when the method of assessment is new and unfamiliar. It may help to lessen students’ anxieties, and develop their assessment literacy.

Examples of formative assessment:

- In-class or online quizzes

- ‘Homework’ tasks discussed in seminars
- Peer feedback activities
- Submitting a blog post for feedback in advance of a longer piece of summative reflective writing
- Problem-solving classes
- Practice exams

Summative Assessment

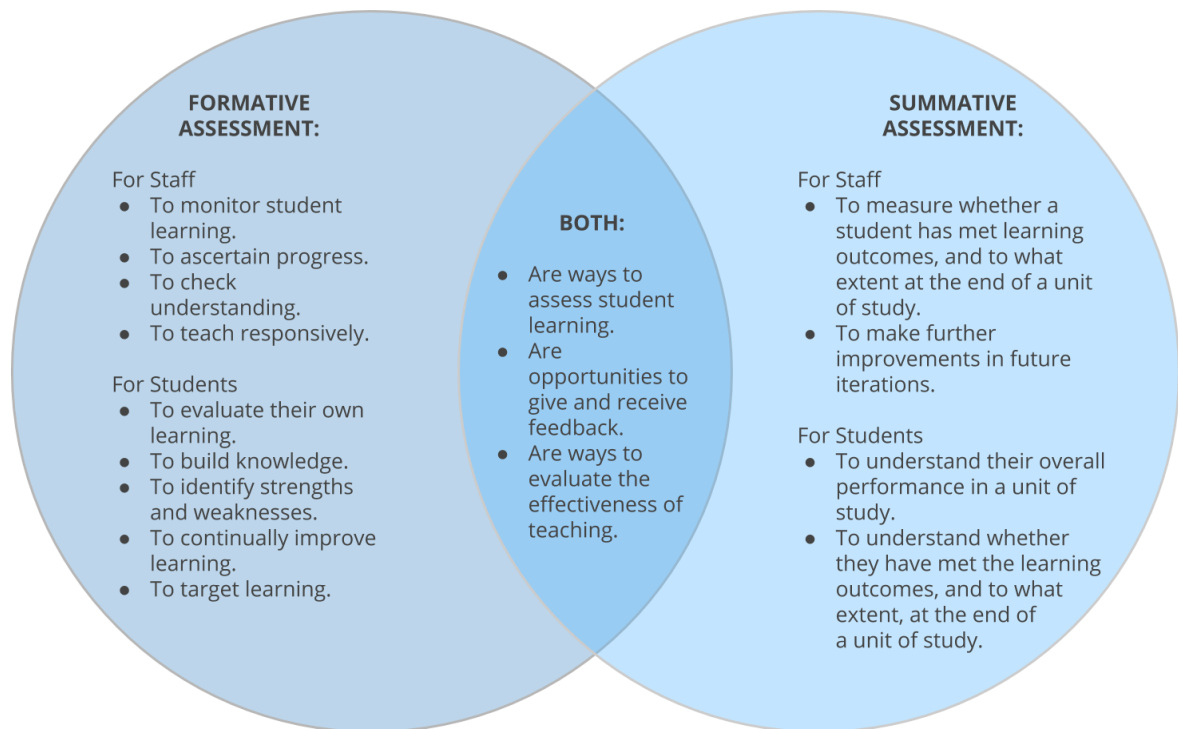
It shows the amount of learners’ success in meeting the assessment. Also, it contributes to the final marks given for the unit. These are conducted at the end of units. In addition, it provides data for selection for the next level.

The logic and dependability of summative assessment are of great importance. It can also provide information that has formative value.

Summative assessment is a way to measure whether, and to what extent, students have met the learning outcomes for a unit of study. Summative assessment usually happens at the end of a learning unit.

Examples of assessments that could be used summatively:

- Written unseen exams
- Multiple choice question (MCQ) exams
- Open book exams
- Seen exams
- Essay submissions
- Dissertations
- Digital assets (video, audio, website)



Work Integrated Assessment

This type of assessment is where the tasks and situations are closely associated with what you experience. It helps to develop student's skills and capabilities along with educational development.

Also, this helps and support educational staff to design genuine assessments. It designs according to the need of the teacher.

Diagnostic Assessment

Just like formative assessment, diagnostic assessments intended to improve learner's knowledge. Besides, it looks backward rather than looking forward. It reviews what the learner knows and difficulty that they are facing in learning.

Not diagnosing these difficulties could limit their participation in learning. Often used when a problem arises or before it.

Dynamic Assessment

It measures what students can achieve when teaches about unfamiliar topic or field. An example can be teaching students Spanish for a short while. It helps to see how students who do not have any prior knowledge adopt it.

It can be helpful to review the potential for students who have a mainly underprivileged backdrop. Frequently it is used in advance of the main body of teaching.

Synoptic Assessment

It gives confidence students to unite elements of their learning from different parts of a plan and to show their build up knowledge and thoughtful of a topic or subject area.

It basically enables students to show their talents and skills. And it shows how in-depth knowledge they have about the subject. Basically, it helps in measuring the capacity to apply knowledge to understand the subject.

Criterion-referenced Assessment

The performance of every student is judged by a specific principle. It should be strictly seen that other student's performance should not be taken into account.

In addition, the teacher should avoid normative thinking because it can affect judgment. Apart from that, the teacher should assure reliability and validity.

Ipsative C

It measures the performance of the student in comparison to his previous performance. Also, it helps in keeping in check how well they are undertaking their tasks. Ipsative connect with efforts to enhance motivation to learn.

Student self-assessment activities

Self-assessment helps students to develop independence and ownership of their learning, which builds confidence and a sense of their strengths and areas for growth. That self-awareness is even more important in a hybrid model, where students don't have as many opportunities to informally check in with their teacher and get quick feedback.

Students complete one or more activities about a specific concept to assess their own learning. Here are some of the prompts I use:

Explain the concept to someone else.

Make a list of the most important aspects of _____.

Explain how _____ connects to _____.

Draw a picture/map/graph/diagram that explains _____.

Explain information to yourself in the mirror.

Self-assessment questions:

1. What is assessment?
2. What types of assessment do you know?
3. What is formative assessment?
4. What is summative assessment?
5. What is the difference between formative and summative assessment?

Lecture. Assessing language skills using CEFR

Plan:

1. CEFR: assessing foreign language proficiency
2. What are the 6 CEFR language levels?
3. CEFR : three tables used to introduce the Common Reference Levels

Key words and expressions to lecture 2

CEFR - Common European Framework of Reference for Languages

The basic user is a beginner.

The independent user can manage in most day-to-day situations.

A proficient user has almost reached fluency.

Global scale - It is desirable that the common reference points are presented in different ways for different purposes. For some purposes it will however be appropriate to summarise the set of proposed Common Reference Levels in a holistic summarized table. Such a simple 'global' representation will make it easier to communicate the system to non-specialist users and will provide teachers and curriculum planners with orientation points.

Self-assessment grid - intended to help learners to profile their main language skills, and decide at which level they might look at a checklist of more detailed descriptors in order to self-assess their level of proficiency.

Qualitative aspects of spoken language use - focuses on different qualitative aspects of language use.

1. When you take an English test, you get a score. Often, you'll also get some indication of what that score means, expressed as an English level or label, for example "beginner" or "advanced". There are many different English leveling systems in use around the world, and an even wider variety of English tests, which have implicit or explicit leveling systems built into their scoring. Some English levelling schemes are built into a particular English test, while others are theoretical frameworks without any associated test.

The "Common European Framework of Reference for Languages" (CEFR) is a reference established by the Council of Europe. It has been accepted as the European standard for grading the different language levels.

The Common European Framework of Reference: Learning, Teaching and Assessments (CEFR) were accepted by the Council of Europe in 2001.

The result of over 20 years of research, the Common European Framework of Reference for Languages (CEFR) is a common standard created by the Council of Europe to describe language proficiency in a harmonized, standardized way for assessment and learning. This was a real challenge in Europe, with its 24 official languages and nearly 200 unofficial ones.

In 1991, the implementation of this framework was raised during an intergovernmental symposium in Switzerland with 3 objectives: establish a system of language levels to clearly and objectively describe proficiency, define a common framework and be able to apply it to any language. The guide, CEFR: Learning, Teaching, Assessment, published in 2001, lays out the fundamental principles and gives practical advice for applying the CEFR.

One of the major areas impacted by the CEFR is assessment. What developed historically before the creation of the European framework was a patchwork system of different scores and levels from one testing organization and training institute to another. The 1980s saw the proliferation of tests like the TOEIC, TOEFL and IELTS, each with their own scoring system. This made it hard

to compare scores from one test to another and one candidate to another. The advantage of a framework like the CEFR is not only its ability to standardize language proficiency but also its objectivity and independence – it takes into consideration the theoretical concepts behind language learning and skill, including the 4 main competency areas: speak, listen, write and read. This means assessing speaking, listening, writing and reading skills.

While the CEFR is a European scale and specifically designed to apply to any European language, it is now becoming a worldwide standard framework for language abilities, especially European languages, including English. The CEFR is not tied to any specific language test - and most standardized language tests now provide CEFR level equivalents.

Put together by the member states of the Council of Europe, the CEFR is available in 38 languages. The purpose of the framework is to “achieve greater unity among its members”, mainly through plurilingualism and intercultural knowledge. The CEFR’s ambition is to provide “transparent, coherent and comprehensive” European guidelines for learning and teaching languages as well as assessing foreign language proficiency.

Why is the CEFR useful?

As the CEFR may be used to interpret and compare people’s language skills across countries, tests and languages, it promotes international mobility, either for work or study. In Europe, university teachers, employers and governmental institutions use the **CEFR** for decision making. Having achieved CEFR B2 level usually is requested for higher education enrollment. Do you wish to get a student visa for the UK? Before you take out insurance for students abroad and pack your suitcase, you will need to prove you have a B1 or B2 English proficiency level. Are you hoping to spend a year abroad as a language assistant? Here again, a having B1 level is mandatory.

A full **CEFR** exam typically measures skills in listening, reading abilities, speaking, writing, translating and interpreting. That's why some learners segment

their abilities, for example stating that their listening in a language is at a B2 level but their speaking is only at a B1 level.

Now we pay special attention to quality assurance exploiting “can do” statements of Common European Framework of Reference.

The objective of using “I can do” statement in teaching foreign languages connected with development of students’ confidence in their ability to achieve the communicative competence. It is well-known that development of learners’ confidence should be a priority for trainers of schools, lyceum and colleges as well as for teachers. Why CEFR suggests “I can do” statements?

According to F. Mac Duff and others this statement serve to motivate the students in:

- (a) providing students with an opportunity to recognize their own accomplishments;
- (b) encouraging students to take initiative in their learning, particularly when they are able to formulate their own “I can do” statements;
- (c) providing students with a visual means of proudly sharing their progress with others;
- (d) being applicable for students of all ages and all levels of language proficiency from primary through college;
- (e) being possible as a systematic means of rallying one’s own progress;
- (c) can be a means by which students gauge their own perceived level of language proficiency.

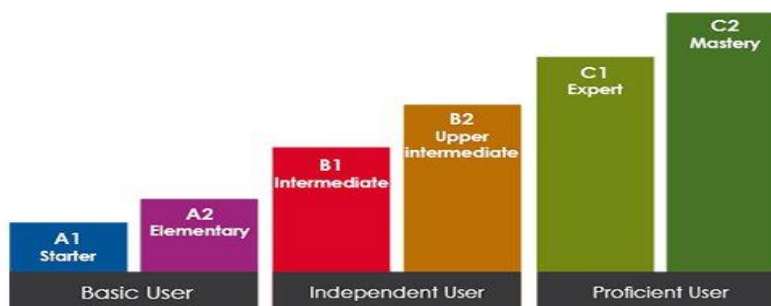
A graduate student in Uzbekistan must be competent in:

- a) using grammar and vocabulary;
- b) knowing rules of speaking, i.e. how to begin and end conversations, what topics may be talked about in different types of speech events, which address forms should be used with different persons one speaks to and in different situations;
- c) knowing how to use and respond to different types of speech acts, such as requests, apologies, thanks, and invitations.

This means that there's still necessity to reconsider our curriculum and syllabuses taking into account everything mentioned though some changes have already been done.

2. What are the 6 CEFR language levels?

This tool allows you to assess your skills on a scale according to the 6 following levels:



A (basic user)

A1 (beginner)

A1 levels can:

- understand and use very basic phrases aimed at the satisfaction of needs of a concrete type,
- introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have,
- interact in a simple way if the other person talks slowly and clearly and is prepared to help.

A2 (elementary)

A2 levels can :

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment),
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters,
- describe in simple terms aspects of their background, immediate environment and

matters in areas of immediate need.

B (independent user)

B1 (intermediate)

B1 levels can:

- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc,
- deal with most situations while travelling in an area where the language is spoken,
- produce simple connected text on topics that are familiar or of personal interest,
- describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

B2 (upper intermediate)

B2 levels can:

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization,
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party,
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C (proficient user)

C1 (effective operational proficiency or advanced)

C1 levels can:

- understand a wide range of demanding, longer clauses, and recognize implicit meaning,
- express ideas fluently and spontaneously without much obvious searching for expressions,
- use language flexibly and effectively for social, academic and professional purposes,
- produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

C2 (mastery or proficiency)

C2 levels can:

- understand with ease virtually everything heard or read,
- summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation,
- express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Six levels of proficiency

The **Common European Framework of Reference for languages** breaks down foreign language proficiency into six different levels and three broad levels. Each level is described through a series of “Can do” statements associated to each communicative activity: *listening, reading, spoken interaction, spoken production, writing*.

Basic user

The basic level may be divided into two separate levels of foreign language proficiency:

- A1, *breakthrough* level;
- A2, *waystage* level.

The basic user is a beginner. For example, he is able to write a short post card or understand frequently used vocabulary or sentences.

Independent user

A user is *independent* if he has achieved one of the following levels:

- B1, *threshold* level;
- B2, *vantage* level.

The independent user can manage in most day-to-day situations. For instance, he can take part in a conversation on topics that are familiar or read an article about a contemporary problem.

Proficient user

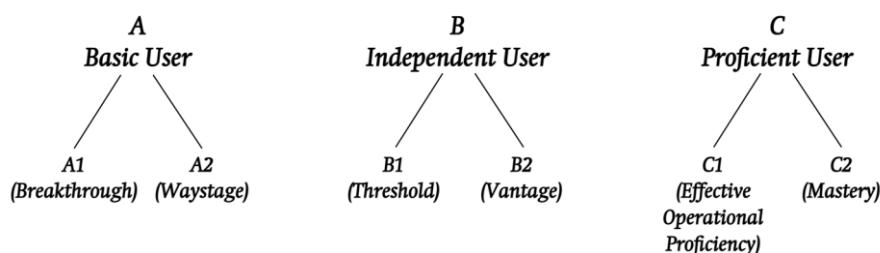
A proficient user has almost reached fluency. To be identified as *proficient*, he needs to achieve one of the following levels:

- C1, *effective operational proficiency* level;
- C2, *mastery* level.

Proficient users may, for example, write clear and well-structured texts or effortlessly take part in any conversation.

A common framework in 6 levels

The CEFR consists of three broad divisions that can be divided into 6 levels:



CEFR : three tables used to introduce the Common Reference Levels

The following three tables, which are used to introduce the Common Reference Levels, are summarised from the original bank of “illustrative descriptors” developed and validated for the CEFR in the Swiss National Research project described in Appendix B of the volume. These formulations have been mathematically scaled to these levels by analysing the way in which they have been interpreted in the assessment of large numbers of learners.

- **Table 1 (CEFR 3.3): Common Reference levels: Global scale**

It is desirable that the common reference points are presented in different ways for different purposes. For some purposes it will however be appropriate to summarise the set of proposed Common Reference Levels in a holistic summarized table. Such a simple ‘global’ representation will make it easier to communicate the

system to non-specialist users and will provide teachers and curriculum planners with orientation points.

Global scale - Table 1 (CEFR 3.3): Common Reference levels

It is desirable that the common reference points are presented in different ways for different purposes. For some purposes it will however be appropriate to summarise the set of proposed Common Reference Levels in a holistic summarized table. Such a simple ‘global’ representation will make it easier to communicate the system to non-specialist users and will provide teachers and curriculum planners with orientation points.

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical

		<p>discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>
	B1	<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.</p>
BASIC USER	A2	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>

	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
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- **Table 2 (CEFR 3.3): Common Reference levels - Self-assessment grid**
- In order to orient learners, teachers and other users within the educational system for some practical purpose, a more detailed overview is necessary. Table 2 is a draft for a self-assessment orientation tool intended to help learners to profile their main language skills, and decide at which level they might look at a checklist of more detailed descriptors in order to self-assess their level of proficiency.
 - The self-assessment grid illustrates the levels of proficiency described in the Common European Framework of Reference for Languages (CEFR). It presents 34 scales of listening, reading, spoken interaction, spoken production and writing activities. The following official translations should be used, and the copyright reference be quoted.
- **Table 3 (CEFR 3.3): Common Reference levels - Qualitative aspects of spoken language use** The chart in this table was designed to assess spoken performances. It focuses on different qualitative aspects of language use.
 - Qualitative aspects of spoken language use - Table 3 (CEFR 3.3): Common Reference levels
 - The chart in this table was designed to assess spoken performances. It focuses on different qualitative aspects of language use.

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE	

C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquial	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.	
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	isms					
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly-flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	

	having to restrict what he/she wants to say.					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.	

	some complex sentence forms to do so.					
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work,	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	

	travel, and current events.					
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".	

<p>A1</p>	<p>Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations .</p>	<p>Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.</p>	<p>Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.</p>	<p>Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.</p>	<p>Can link words or groups of words with very basic linear connectors like "and" or "then".</p>	
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Self-control questions:

1. What is CEFR? What does it stand for?
2. Which main competency areas are included into CEFR?
3. What are the 6 levels of CEFR?
4. What is the main word which is used in CEFR descriptors?
5. Which level is required to reach by the graduates of foreign languages specializations in Uzbekistan?

IV. АМАЛИЙ МАШҒУЛОТЛАРИНИНГ МАЗМУНИ

What is assessment, testing and evaluation?

1. Warm-up (5 m.):

Eliciting:

1. What is assessment?
2. Why do we need assessment?
3. Is it teaching or grading?
4. Can you share your best or worst experience connected with assessment when you were a student?

2. Defining terms - small group work (10 m.)

T. divides the learners into 3 small groups and gives a word to each group to define:

- testing
- evaluating
- measurement

3. The T. gives definitions of each term to the groups to look through and asks to exchange with the other groups (10 m.).

How Are *Measurement*, *Assessment* and *Evaluation* Different?

During the process of gathering information for effective planning and instruction, the words *measurement*, *assessment* and *evaluation* are often used interchangeably. These words, however, have significantly different meanings.

Measurement

The word *measurement*, as it applies to education, is not substantially different from when it is used in any other field. It simply means determining the attributes or dimensions of an object, skill or knowledge. We use common objects in the physical world to measure, such as tape measures, scales and meters. These measurement tools are held to standards and can be used to obtain reliable results. When used properly, they accurately gather data for educators and administrators. Some standard measurements in education are raw scores, percentile ranks and

standard scores.

Assessment

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Teachers gather information by giving tests, conducting interviews and monitoring behavior. The assessment should be carefully prepared and administered to ensure its reliability and validity. In other words, an assessment must provide consistent results and it must measure what it claims to measure.

Evaluation

Creating valid and reliable assessments is critical to accurately measuring educational data. Evaluating the information gathered, however, is equally important to the effective use of the information for instruction. In education, *evaluation* is the process of using the measurements gathered in the assessments. Teachers use this information to judge the relationship between what was intended by the instruction and what was learned. They evaluate the information gathered to determine what students know and understand, how far they have progressed and how fast, and how their scores and progress compare to those of other students.

Test

A test is a method of measuring a person's ability or knowledge in a given domain, with an emphasis on the concepts of method and measuring. Tests are instruments that are (usually) carefully designed and that have identifiable scoring rubrics. Tests are prepared administrative procedures that occupy identifiable time periods in a curriculum when learners master all their faculties to offer peak performance, knowing that their responses are being measured and evaluated.

4. Matching test categorizations-small group activity (15 m.).

The T. asks the learners to match the titles of test categories with their definitions in their small groups.

Placement tests provide information that is useful for determining Ss' appropriate levels of instruction within a program or institution;

Diagnostic tests are used to assess Ss' strengths and weaknesses, providing teachers and students with information that can guide decisions about appropriate instruction to meet Ss' needs;

Proficiency tests are intended to assess Ss' ability in a language independent of a curriculum or specific course content;

Achievement tests measure whether a student is reaching instructional objectives. A good deal of the assessment taking place in the classroom is via achievement test.

Aptitude tests are designed to measure a person's capacity or general ability to learn a foreign language and to be successful in that undertaking. This type of tests are considered to be independent of a particular language.

5. Group presentations (30 m.)

The T. asks each group to prepare a 5-7 minute presentation on one of the test categories:

placement, diagnostic, achievement, aptitude and proficiency.

Handout 1. Activity 4.

Placement tests

provide information that is useful for determining Ss' appropriate levels of instruction within a program or institution;

Diagnostic tests

are used to assess Ss' strengths and weaknesses, providing teachers and students with information that can guide decisions about appropriate instruction to meet Ss' needs;

Proficiency tests

are intended to assess Ss' ability in a language independent of a curriculum or specific course content;

Achievement tests

measure whether a student is reaching instructional objectives. A good deal of the

assessment taking place in the classroom is via achievement test.

Aptitude tests

are designed to measure a person's capacity or general ability to learn a foreign language and to be successful in that undertaking. This type of tests are considered to be independent of a particular language.

ALTERNATIVE WAYS OF ASSESSMENT

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::

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.

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

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

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

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

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

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

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

NB Be sure to lead the group to the concept of assessment criteria through this discussion.

While group representatives are presenting their ideas, listen in and make a list (on the board) of assessment criteria mentioned by them. When all the representatives have spoken, draw the whole group's attention to the list of **criteria** they were using to decide on a mark and ask if anything should be added. (Make sure participants understand what assessment criteria are, refer to the session on Giving Feedback on Writing in module 1) Make the point that if a task aims at developing the ability to work in groups, or decision-making skills, these skills also have to be recognized and credited in the assessment process.

Suggested criteria:

Language accuracy

Information (content)

Design (creativity)

Structure of information

Evidence of research

Evidence of group work (contribution of each group member)

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

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

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

Language accuracy- **2 points**

Information (content)- **2 points**

Structure of information **-1 point**

Evidence of research **-2 points**

Visual aids **- 1 point**

Evidence of group work (contribution of each group member) **- 2 points**

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

Activity 3. More ideas

Objective: to introduce more ideas for non-traditional ways of assessment

Time: 35 min

Materials: handout 2

► Procedure:

☺(2 min) Distribute handout 2 to each participant and ask teachers to tick the types of assessment they are not familiar with. Encourage participants to work in pairs or small groups.

☺☺(8 min) Invite participants to share. Make a list of the least familiar types of assessment on the board.

Possible answers:

Seen examination

Open book examination

Observations

Posters

Projects

Portfolio

(10 min) Say that all of them can have quite a different purpose and focus, and teachers have to take this into consideration. Ask the whole group the following questions:

When would you use each type of assessment from the list on the board? Why?

*What types of assessment can offer students some feedback?
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

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:

think about the specific things in the zoo you would like to concentrate on;
 visit the zoo and collect all the necessary information;
 analyse the information you have collected and think how you can use it to
 write an article;
 think about the article structure;
 write the article.

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.

Assessing communicative language teaching

Objectives: - to give participants an opportunity to explore the ways and approaches to assess communicative language teaching

Learning outcomes:

By the end of the lesson the Participants will have:

- *an understanding of ways of assessing communicative language teaching and be able to design tasks;*
- *a knowledge about ways of using authentic tasks for assessing communicative language teaching*

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1. Introduction (10 minutes)	<p>Mind-map (5-7 min).</p> <p>T. begins the lesson by asking the following questions: -What is Communicative language teaching (CLT)?</p>	<p>Ss in brainstorm their ideas on the question and share them.</p>

	<p>- How do you usually assess CLT?</p> <p>- What kind of tasks do you use for CLT?</p>	
<p>2. Main part (60 minutes)</p>	<p>Activity 1. Group work on choosing a material to teach culture (5-7 min.).</p> <p>The T. divides the Ss into two small groups, tells them to brainstorm some ideas about CLT and activities to use.</p> <p>Then the T. gives each group a piece of information (Handout 1) and asks them to read, discuss in their small groups and then share with the whole group.</p> <p>Group 1: CLT</p> <p>Group 2: Classroom activities in CLT (20 min.)</p> <p>Activity 2. Assessing traditional language teaching (TLT) VS assessing CLT (20 min)</p> <p>The T. gives a set of strips with written features of TLT and CLT (Handout 2) and asks the participants to categorize them into two groups and asks to give on example/activity for each paradigm:</p> <ul style="list-style-type: none"> - Old paradigm - New paradigm <p>The T. organizes a whole group discussion, the groups share their findings.</p> <p>Activity 3. Presenting the activities (20</p>	<p>Ss work in their groups and share their ideas about CLT and activities to use..</p> <p>Groups read, discuss and prepare to share the information they've got..</p> <p>Groups come back with their categorized words/features.</p> <p>The groups participate in a group discussion.</p> <p>The groups prepare</p>

	<p>min).</p> <p>The T. asks the groups to prepare and present one task for accessing CLT (alternative forms of assessment).</p> <p>Activity 4. Advantages and disadvantages of assessing CLT (20 min).</p> <p>The T. asks the groups to make a list of advantages and disadvantages of assessing CLT. The T. holds a whole group discussion.</p>	<p>and present their task.</p> <p>The participants take part in the discussion.</p>
<p>• Closure (5 minutes)</p>	<p>T. asks Ss to give a summary of today's lesson. T. asks each Ss for the summary of today's lesson.</p>	<p>Ss work individually and give a summary of today's lesson.</p>

Activity 1. Handout 1. Group 1. Communicative language teaching (CLT)

Communicative language teaching (CLT), or the **communicative approach**, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class.

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language.

According to CLT, the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority. CLT also focuses on the teacher being a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach the target language, but rather works on developing sound oral/verbal skills prior to reading and writing.

Activity 1. Handout 1. Group 2. Classroom activities

Classroom activities

- CLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL. The six activities listed and explained below are commonly used in CLT classrooms.
- Role-play is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting.

Example:

1. The instructor sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.)
2. The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.)
3. The students converse in pairs for a designated amount of time.

This activity gives students the chance to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class.

Instructors need to be aware of the differences between a conversation and an utterance. Students may use the same utterances repeatedly when doing this activity and not actually have a creative conversation. If instructors do not regulate what kinds of conversations students are having, then the students might not be truly improving their communication skills.

Interviews

An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the TL.^[11]

Example:

1. The instructor gives each student the same set of questions to ask a partner.
2. Students take turns asking and answering the questions in pairs.

This activity, since it is highly structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits.^[11]

This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-level speakers. Higher-level speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers it wouldn't have many benefits.

Group work

Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting.

Example:

1. Students are assigned a group of no more than six people.
2. Students are assigned a specific role within the group. (E.g., member A, member B, etc.)

3. The instructor gives each group the same task to complete.
4. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.
5. The members of the group discuss the information they have found, with each other and put it all together to complete the task.

Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL.^[11]

Instructors should be sure to monitor that each student is contributing equally to the group effort. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity.

Information gap

Information gap is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the TL.

Example:

1. The class is paired up. One partner in each pair is Partner A, and the other is Partner B.
2. All the students that are Partner A are given a sheet of paper with a time-table on it. The time-table is filled in half-way, but some of the boxes are empty.
3. All the students that are Partner B are given a sheet of paper with a time-table on it. The boxes that are empty on Partner A's time-table are filled in on Partner B's. There are also empty boxes on Partner B's time-table, but they are filled in on Partner A's.
4. The partners must work together to ask about and supply each other with the information they are both missing, to complete each other's time-tables.

Completing information gap activities improves students' abilities to communicate about unknown information in the TL. These abilities are directly applicable to many real-world conversations, where the goal is to find out some new piece of information, or simply to exchange information.

Instructors should not overlook the fact that their students need to be prepared to communicate effectively for this activity. They need to know certain vocabulary words, certain structures of grammar, etc. If the students have not been well prepared for the task at hand, then they will not communicate effectively.

Opinion sharing

Opinion sharing is a content-based activity, whose purpose is to engage students' conversational skills, while talking about something they care about.

Example:

1. The instructor introduces a topic and asks students to contemplate their opinions about it. (E.g., dating, school dress codes, global warming)
2. The students talk in pairs or small groups, debating their opinions on the topic.

Opinion sharing is a great way to get more introverted students to open up and share their opinions. If a student has a strong opinion about a certain topic, then they will speak up and share.

Respect is key with this activity. If a student does not feel like their opinion is respected by the instructor or their peers, then they will not feel comfortable sharing, and they will not receive the communicative benefits of this activity.

Scavenger hunt

A scavenger hunt is a mingling activity that promotes open interaction between students.

Example:

1. The instructor gives students a sheet with instructions on it. (e.g. Find someone who has a birthday in the same month as yours.)
2. Students go around the classroom asking and answering questions about each other.
3. The students wish to find all of the answers they need to complete the scavenger hunt.

In doing this activity, students have the opportunity to speak with a number of classmates, while still being in a low-pressure situation, and talking to only one person at a time. After learning more about each other, and getting to share about themselves, students will feel more comfortable talking and sharing during other communicative activities.

Since this activity is not as structured as some of the others, it is important for instructors to add structure. If certain vocabulary should be used in students' conversations, or a certain grammar is necessary to complete the activity, then instructors should incorporate that into the scavenger hunt.

Activity 2. Handout 2. Categorize the given features of language assessment into TLT and CLT: Old paradigm and New paradigm

Old paradigm:

- focus on language
- teacher – centered
- isolated skills
- emphasis on product
- one answer, one-way correctness
- tests that test

New paradigm:

- focus on communication
- learner – centered
- integrated skills

- emphasis on process
- open-ended, multiple solutions
- test that also teach.

Additional materials

What is Communicative Assessment?

Communicative assessment is a *method of determining your students' overall proficiencies in English*. This type of assessment is sometimes considered more beneficial to the student because it gives them **practical feedback** about real language use in real life situations. Traditional testing methods like *cloze tests, multiple choice exams, and fill in the blanks*, though they may give you a reliable measure of whether your student has learned a specific language principle, do not measure real language use in realistic settings. If the true purpose of language studies is to acquire a second (or third) language, shouldn't assessments focus on measuring that proficiency? Thus, some educators prefer to use more communicative assessments to measure the abilities of their students in real language situations.

How to Design a Communicative Assessment

Ideally, communicative assessments would measure the overall success your students have achieved in English as a second language, but measuring the entirety of skills and abilities of a person's language use is not practical nor is it feasible. Therefore, when you are designing a communicative assessment, you must determine the specific language skill you want to measure. Do you want to measure how well your students might do at a job interview? Do you want to determine if they would be able to take a college course in English? Do you want to know if your students are able to order lunch at a sit down restaurant? First decide what language skill you want your students to be able to perform, and then design your assessment around that skill.

Once you have decided on the specific language task you want to measure in your students, think about the language tasks that are necessary to be successful in that situation. For example, if you want your students to be able to

fill out a job application form, they will need to be able to read and understand the vocabulary on the form and write the information to fill out the paperwork. If you want your students to be able to take a college level course, it will require skills in several areas. They will need to be able to listen to and comprehend the lecture. They will also have to take appropriate notes. They will need to read and understand the assigned texts. They may need to participate in study group discussions. They will need to read exam questions and respond appropriately. They will also need to write the required papers and complete the required homework assignments. Once you start to break a situational language goal into its component parts, you may be surprised at how many skills your students will need, but once you have that list you will know the skills that you should measure in your communicative assessment.

Recreate the Context

Now that you know the skills you need to assess, it is time to recreate the context for your assessment. How you do this will vary greatly depending on the situation for which you are testing. Perhaps you will give them a job application form as their test. Maybe you will play a recorded lecture and ask your students to take notes, then collect those notes and evaluate them. Whatever you do to recreate the situation for your students, you should pay particular attention to the materials you use to recreate that situation. Be sure that you are using authentic materials, not materials designed for ESL students. For example, you giving a lecture and expecting your students to take notes on the material, even if the material is in a subject area completely separate from English, will not be an effective way to create a communicative assessment. This is because as an ESL teacher, your pronunciation, vocabulary choice, speaking rate and many other factors are different from someone who does not teach English as a second language. Therefore, the ideal in this case would be to invite a guest lecturer into your classroom or have your students sit in on someone else's lecture and be tested on that material. This way, the speaking is more reflective of what your

students would be exposed to in a typical college course. One other factor to keep in mind for designing the context in which the assessment is given is to include the unexpected. In real life situations, you can always expect the unexpected. Including an unexpected element in your assessment makes the situation more realistic and requires your students to think on their feet.

The Question of Scoring

Now that you decided on an area to test your students in and you have laid out how you will create that context, it is time to think about how to score your students' performances. Communicative testing has suffered much criticism because often the evaluation is subjective. It is up to the person administering the assessment to determine if a student's performance exceeded expectations, was adequate or was insufficient to warrant a passing grade, and those results are not ones that will please the statistic seekers. Ideally, the second language student would perform on the task as a native speaker would, but even the best teachers would be subjective in that measurement. An excellent tool for taking what could be subjective assessment and making it more objective is a *scoring rubric*. (If you are unfamiliar with this assessment tool, you can read more about it in *How to Evaluate Speaking*.) By using this tool, you define levels of performance prior to the assessment itself and then determine which level each student performs at during the assessment.

By walking through each of these steps for creating communicative assessment for your ESL students both you and your students will benefit.

The realistic measure of real language efficacy rather than the ability to perform well at test specific tasks will give both of you a better understanding of what areas you need to focus your efforts on for future language learning. Not only that, with objective scoring methods you can also please those looking for numbers and grades. In this way, you get the best of both worlds for you and your students!

Giving feedback. Feedback styles.

Objectives: - to give participants an opportunity to explore the ways of giving feedback
Learning outcomes:

By the end of the lesson the Participants will have:

- an understanding of ways of giving feedback;
- a knowledge about ways of giving feedback

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1. Introduction (10 minutes)	Warm-up (10 min). T. begins the lesson by asking the following questions: - How often do you give positive praise or other feedback to your team? Probably every day, even if you don't realize it. - How often do you get feedback (positive/negative) from someone? How do you feel about it? - How should teachers praise their learners during the lesson? - Name types of feedbacks. (oral and written)	Ps brainstorm ideas on the questions and share them.
2. Main part (60 minutes)	Activity 1 Reading and analyzing the text “Feedback to Students” by Teaching and Learning Tips Journal – 20 min.	Ss work in their groups and share their ideas about CLT and activities to use..

	<ul style="list-style-type: none"> - Divide the group into 4, distribute the Handout 1, and ask the participants read the information (5 min.) - Give a paper to each group ask them to note the significant key points (10 min.) - Ask one participant to share the main idea of the reading among groups (5 min). <p>Activity 2. Differentiating written and verbal feedback forms – 15 min.</p> <ul style="list-style-type: none"> • Divide the group into two Written and Feedback groups and tell them to think of the differences and similarities of these two types of feedback. • Choose one person from each group as a secretary who takes notes during the discussion. Give them flipchart so that they write all the differences mentioned by the group. • As soon as they finish let the secretary come to the blackboard with the poster for short report. <p>Activity 3. Characteristics of effective feedback – 15 min.</p> <p>The T. gives to the groups a set of strips (Handout 2) where some characteristic</p>	<p>Groups read, discuss and prepare to share the information they've got.</p> <p>Groups come back with their flipcharts and present them.</p> <p>The groups match the headlines, discuss and participate in a group discussion.</p> <p>The groups prepare and present their task.</p> <p>The groups prepare their menu and share</p>
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	<p>features of giving effective feedback are given, asks them to match the features with their definitions and discuss them in the groups.</p> <p>Activity 4. Tecniques for feedback on Spoken and Written language (10 min).</p> <p>The T. gives the groups a list of mixed techniques for feedback on Spoken and Written language and asks to group them.</p> <p>Activity 5. A menu of suggestions (5 min.)</p> <p>The T. asks the groups to prepare a menu of suggestions for teachers to experiment/use in their classes.</p>	it.
<p>• Closure (5 minutes)</p>	<p>T. asks Ss to give a summary of today’s lesson. T. asks each Ss for the summary of today’s lesson.</p>	<p>Ss work individually and give a summary of today’s lesson.</p>

Handout 1. Group 1. Read the information below and underline the main idea of the text.

What is “feedback”?

The concept of “feedback” is commonly used in communication theory and physiology. It informs the sender if the sent message is well received. It also provides the necessary information for refinement and revision, both during and after the process. When applied in teaching, it is always used to denote the teacher-to-student or student-to-teacher communication.

Without feedback, growth — both personally and professionally — would be difficult. Colleagues wouldn’t know how to better contribute to the team. Salespeople wouldn’t hone their selling skills and increase their close rates. Managers wouldn’t improve their leadership skills. People need feedback to

know how their actions and behaviors impact those around them, but delivering constructive feedback is a bit of art and science.

Handout 1. Group 2. Read the information below and underline the main idea of the text.

Effective Feedback

Effective feedback, in either form:

- explains clearly and precisely the principal strengths and weaknesses of a student's performance;
- provides helpful guidance on how to improve;
- reinforces effective learning;
- motivates students to learn;
- is positive in tone;
- is prompt;

Conditions for Giving Feedback

Boyle and Lo identified nine conditions for giving feedback in college teaching:

1. All feedback, particularly scores and grades should be accurate, consistent and fair. That is, they should have high validity and reliability.
2. Feedback should be prompt and helpful. It should be critical but only in a constructive sense. Personal attack, including the use of sarcasm should be avoided.
3. Behaviors or qualities that can be observed or reliably judged, rather than inferences about possible causes should form the basis of the feedback.
4. Focus should be on things that individual can change and that are relevant to desirable learning or performance.
5. Comments should be specific, rather than vague and general.
6. Wherever possible, emphasis should be placed on strengths.
7. Care should be taken to ensure that the receiver will understand the feedback so that he or she knows what to do to change.

8. If appropriate and possible, the feedback should identify further learning opportunities and assessment activities, such as tutorials, revision assignments or second-chance tests.
9. Summary assessment reports may be useful to communicate to students the strengths and weakness of the work done by their class or cohort as a whole and how future work could be improved.

Handout 1. Group 3. Read the information below and underline the main idea of the text.

Helpful hints for giving constructive feedback to students

Suggestions from Race and Brown:

- Plan and organize your feedback. Try to start and finish with something positive.
- Put students at ease. Help them to receive the feedback in a calm, objective way.
- A grade or score can always dominate students' reactions. Students who are "grade conscious" tend to ignore the feedback if the grade is as good or better than they expected; if the grade is lower than the student expected, feedback tends to be regarded merely as a justification of the grade—and not as a learning tool. Decide whether the score is important or whether it would be better to give feedback without a score. Another possibility would be to separate the feedback for improvement from the grade and give them out at different times. For example, one might distribute answer keys immediately after a test.

Handout 1. Group 4. Read the information below and underline the main idea of the text.

Corrective feedback

The most common form of feedback in language classes is probably error correction (corrective feedback), where the objective is usually to facilitate

improvements in a learner's accuracy. The most common type of feedback given by most teachers in most classrooms is corrective feedback, which focuses on learners' errors (Hattie & Timperley, 2007, p. 91). It has been argued, most notably by Krashen (1982, 1985) and Truscott (1996, 1999), that corrective feedback can be harmful to language acquisition, that it leads to no demonstrable gains in grammatical accuracy and that it can impact negatively on learners' feelings. Teachers, it has been suggested, should consider dropping such feedback altogether. However, a considerable body of research (at least eighteen meta-analyses to date) now indicates that corrective feedback on both speaking and writing can indeed promote language learning, but will not necessarily do so. This finding, in itself, is not terribly helpful. What is needed is clearer guidance about which kinds of errors should be focused on, which feedback techniques are most effective, when the feedback should be given and who should give it.

Handout 2. Match the names of features with their descriptions.

1. Effective feedback is about learning tasks.

Hattie and Timperley (2007, p. 90–91) distinguish feedback about the individual learner, feedback about the learner's performance on a particular task and feedback about the way that a learner has approached a task. Of these, the first is least likely to contribute to the realization of the goals of feedback. Conversely, the third, if it suggests ways that a similar task can be more successfully tackled on a subsequent occasion, offers the greatest potential. In classrooms, teachers often combine these three kinds of feedback, but this runs the risk of diluting the power of feedback on task and approaches to task (Hattie & Timperley, 2007, p. 91).

2. Effective feedback is specific and related to learning goals.

Successful learning is most likely to take place when learners have clear and specific learning goals. Feedback which provides information about how to achieve these goals (for example, for a particular task) is more effective than general feedback.

3. Effective feedback is appropriately challenging.

Effective feedback targets areas where improvement is possible. This is most likely to be the case when a learner has partial understanding or control of an aspect of their learning, rather than a complete lack of understanding or control. As a result, effective feedback typically focuses on things that the learner has studied recently or has previously received feedback on. It is more concerned with what a learner might be able to do better than it is with what a learner needs to get right.

4. Effective feedback entails the active involvement of the learner. One key role of effective feedback is to nudge learners towards greater autonomy. Feedback from a teacher is not the last event in this process (Hyland, 1990, p. 285): to be effective, it needs to prompt a learner to modify their knowledge, language production or learning strategies. Active involvement on the part of the learner is therefore necessary and this is likely, over time, to entail a change in the teacher's role, as they become less 'centre-stage'.

5. Effective feedback is a combination of the positive and the negative.

Although feedback is often seen first and foremost as the drawing of attention to errors, it has been found in general educational contexts that feedback on correct responses is more effective than feedback on incorrect responses (Hattie, 2009, p. 175). It is all too easy in the course of a lesson to focus on errors and miss positive contributions (Dörnyei, 2001, p. 124), but learners need to know when they are doing something well. What is more, when feedback is public (for example, during or after a speaking activity), confirming that a student has produced accurate and appropriate language in a particular instance (such as their having avoided a very common mistake) is likely to benefit both the individual student and others in the class, who will have their attention drawn to the language item in question (Ur, 2012, p. 91). More generally, it can be said that feedback is most effective when it is given in the context of a supportive, non-threatening learning environment. Teachers have to balance different linguistic and interpersonal objectives when deciding what kind of feedback to give, how to give it and who to give it to (Hyland & Hyland, 2019a, p. 5), so they invariably adopt some sort of stance towards their students. The giving of feedback can be a

sensitive moment. Knowing that students will respond to it in different ways (and some will feel threatened), many teachers seek to soften feedback by focusing, in part, on the positive (Rinvoluceri, 1994, p. 288). It is all too easy in the course of a lesson to focus on errors and miss positive contributions, but learners need to know when they are doing something well. Praise is one way in which teachers attempt to build a supportive learning environment and to mitigate the dangers of critical comments, but it needs to be approached with caution. Most, but certainly not all, learners like to be praised, publicly or privately (Hattie & Timperley, 2007, p. 97), but praise may be discounted as ‘mere dressing’ (Hyland & Hyland, 2019b, p. 181). General praise (such as ‘Good work!’) may lead to short-term bursts of motivation, but is more effective in the long-term when it focuses on the process of a learner’s work (for example, their use of strategies or improvement in a specific area) rather than on the end product (Mercer & Ryan, 2013, p. 30).

Handout 3. Techniques for feedback on Spoken and Written language. Group them into two types.

TECHNIQUES FOR FEEDBACK ON SPOKEN LANGUAGE

- The teacher says that they do not understand the learner’s utterance.
- The teacher uses rising intonation to repeat the phrase and stresses the error it contains.
- The teacher repeats the beginning of the phrase which contained the error, but stops before the error in order to elicit the correction.
- The teacher gives a short clue to the way an error needs to be corrected (e.g. ‘Past tense?’ or ‘Article?’)
- The teacher provides the corrected form and stresses the correction.
- The teacher gives a short explanation of why an error needs to be corrected and provides the correct form.

TECHNIQUES FOR FEEDBACK ON WRITTEN LANGUAGE

- A mark in the margin indicates that there is an error in a particular line of text.
- An error is underlined, but no further information is given.
- A mark in the margin, accompanied by an error code (such as ‘Sp’ for spelling, or

‘WO’ for word order), indicates that there is an error of a particular kind in a particular line of text.

- An error is underlined, accompanied by an error code.
- An error is underlined, accompanied by a brief explanation of why a correction is needed.
- A correction is provided.
- A correction is provided, accompanied by a brief explanation of why the correction is needed.

Handout 4. The menu of suggestions for teachers to use while giving feedback.

Quantity and kind of feedback

- Correct fewer errors and reduce your workload.
- Be more selective in giving feedback.
- Give more positive, and less corrective, feedback.
- Vary the focus of your feedback.
- Announce, in advance, what the focus of feedback will be.
- Experiment with different balances of direct and indirect, delayed and immediate feedback.
- Make feedback specific to different learning tasks (i.e. not always with a focus on grammatical accuracy).
- Take individual learner differences into account and personalize feedback.
- Encourage self-evaluation.
- Encourage peer feedback.
- Include more opportunities for spoken task repetition and redrafting of written work.

Correcting mistakes in oral work

Objectives: - to give participants an opportunity to explore the ways of correcting mistakes and errors

Learning outcomes:

By the end of the lesson the Participants will have:

- *an understanding of ways of correcting mistakes and errors;*
- *a knowledge about ways of correcting mistakes in oral work*

Materials used:

1. Rosie Tanner and Catherine Green. Tasks for teacher education. – Longman, 1998. – 123 p.

Detailed Procedure of the Lesson (Texnologiya xaritasi)

Steps and Time	PROCEDURE	
	Teacher Activities	Student Activities
1. Introduction (10 minutes)	Warm-up (10 min). T. asks the trainees to complete the following sentences about themselves learning a foreign language, to discuss them with their partners and share among the other participants: 1. When my classmates made mistakes when they spoke, I felt ... 2. When my classmates corrected my mistakes, I felt ... 3. When the teacher corrected my spoken language, I felt ... 4. The way I like a teacher to correct me is for her to ...	Ps complete the sentences, discuss and share.
2. Main part (60 minutes)	Activity 1 Reading and analyzing a passage “Learning steps”– 10 min. - The T. asks the trainees to read the passage (Handout 1) which deals	Ps read and discuss

	<p>with the importance of errors in language teaching and then decide how far they agree with the point of view of the writer.</p> <p>Activity 2. Differentiating mistakes and errors – 20 min.</p> <p>The T. divides the group into two: Errors and Mistakes groups and tells them to think of the differences of these two terms.</p> <p>The T. asks the groups:</p> <ul style="list-style-type: none"> - to read definition of their term: error and mistake; - to write down some mistakes/errors that their Ss make when they speak; - to think about the reasons that caused them; -to discuss the answers as a whole class. <p>Activity 3. What I would do – 20 min.</p> <p>The T. gives to the groups (Handout 2) where ten situations are given, asks them to answer the following questions in the groups:</p> <ol style="list-style-type: none"> 1. Would you correct the error or mistake? 2. How exactly would you correct it? 3. When exactly would you correct it? Why? <p>Activity 4. Techniques for error/mistake correction on Spoken language (15 min).</p> <p>The T. asks the groups to complete the following sentences/techniques (Handout 3)</p>	<p>the passage.</p> <p>Groups read, discuss and do the task.</p> <p>Groups come back with their results and share them.</p> <p>The groups read, discuss, answer the questions and participate in a group discussion.</p> <p>The groups complete the sentences and share them.</p>
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	being as practical and specific as they can be.	
• Closure (5 minutes)	T. asks Ss to give a summary of today's lesson. T. asks each Ss for the summary of today's lesson.	Ss work individually and give a summary of today's lesson.

Written feedback

Materials used:

1. British Council. TTT. Training Toolkit. - Tashkent, 2009.

Objectives:

- to explore the characteristics of effective written feedback
- to give participants an opportunity to experience giving constructive written feedback

Lead-in

Time: 5 min

Materials: none

► Procedure:

- 😊 Ask the following questions one by one:

Have you ever received written feedback? How useful did you find it? Give reasons.

Have you ever given written feedback to anyone? If you have, give examples.

Did you find giving written feedback easy or difficult?

What are the advantages of written feedback?

(Possible answers: *always available, structured, helps to improve the quality of work in the future*)

Summarise the lead-in by saying that in this session you will discuss what to write in feedback and how to write it; then participants will practise writing it.

Activity 1 Structure and content of written feedback

to help participants analyze the structure and content of good

Objective: written

feedback

Time: 20 min

handout 1 (per participant), four copies of a sample portfolio with

Materials: entries per

group

► Procedure:

☐ 😊😊😊 Tell participants that you are going to give them trainer’s feedback on Portfolio entries given to one of the DUET participants. Distribute handout 1 ☐ and a copy of the sample portfolio per group. Ask them to read the feedback (looking at the portfolio) and then, in groups of four, to discuss the points in handout 1.

☐ 😊 Invite groups to share their answers.

Possible answers:

The feedback is structured very clearly (opening, overall comment, comment on each entry, general concluding remarks, signature, and date)

Answers may vary.

Participants will probably add the following:

Entry 1	to formulate the questions (Task 1) in a proper way in the post-activity and, actually, this task may be in the while-reading part
Entry 2	while-reading part instructions must be put in the right place. (i.e. Task 1 must come after the 1st part of the text) the numbering is wrong (there is no Task 2 but there is Task 3). Task 1 in the post- activity must come in the while-reading part

Entry 3	<p>to write the objectives of the lesson</p> <p>to write the time limit</p> <p>to pre-teach some vocabulary (there are some difficult words for pre-intermediate level students)</p>
Entry 4	to state the research question explicitly
Entry 5	<p>some vocabulary items are not for the intermediate level, perhaps they are for the upper-intermediate level</p> <p>instructions in Tasks 1 and 2 (Pre-Stage) are confusing</p> <p>answer keys must come at the end of the lesson</p>
Overall presentation	<p>to use the same (single/double) space for all entries</p> <p>to give references to the sources used in the portfolio tasks</p>

Summarise the activity by saying that good feedback should

- be well structured
- start with positive points
- show the areas for improvement
- be motivating
- encourage participants to develop.

Basics of Testing. Testing Receptive Skills (Listening & Reading)

BASICS OF TESTING

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 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?

Possible answers:

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

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.

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.

Assessing productive skills. (Speaking & writing). Error correction

Materials used: Professional Development for Uzbekistan English Teachers. Training Toolkit. Module 2. – Tashkent, 2009

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. 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?

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.

V. ГЛОССАРИЙ

Термин	Ўзбек тилидаги шарҳи	Инглиз тилидаги шарҳи
Assessment	o'quvchilarning ta'lim jarayonida o'rganishi va rivojlanishi haqida xulosalar chiqarishning tizimli asosi;	is the systematic basis for making inferences about the learning and development of students;
Evaluation	- bu o'rganish yoki qaror qabul qilish maqsadida tashabbusni loyihalash, amalga oshirish yoki natijalarini tizimli baholashdir;	- is the systematic assessment of the design, implementation or results of an initiative for the purposes of learning or decision-making;
Formative Assessment	ta'lim jarayonining muhim qismi bo'lib, yakuniy baholash emas, balki ta'lim jarayonida maslahatlar berish orqali qo'llaniladi.	is an essential part of teaching and learning; It does not add to the final marks given for the unit; instead, it put into learning through given advice.
Summative Assessment	Biror fan yoki dastur oxirida qo'llanadi, yakuniy baholar sifatida ishlatiladi.	shows the amount of learners' success in meeting the assessment; Also, it contributes to the final marks given for the unit.
Work Integrated Assessment	vazifalar va vaziyatlar kechinmalar bilan chambarchas bog'liq bo'ladi;	is where the tasks and situations are closely associated with what you experience;
Diagnostic Assessment	o'quvchining bilimlarini yaxshilashga qaratilgan bo'lib, o'quvchi bilim olishda duch keladigan qiyinchiliklarni bartaraf etishga yo'naltirilgan bo'ladi.	intended to improve learner's knowledge and reviews what the learner knows and difficulty that they are facing in learning.
Self-assessment	o'quvchilarga mustaqil bilim olish va o'zlarining bilimlariga mas'uliyatni rivojlantirishga yordam beradi, ishonchni kuchaytiradi va ularning kuchli tomonlarini rivojlantiradi.	helps students to develop independence and ownership of their learning, which builds confidence and a sense of their strengths and areas for growth.

Valid	baholash usuli baho beruvchiga baholash uchun mo'ljallangan o'quv natijalarini baholashga imkon beradi.	does the assessment method allow the assessor to measure the learning outcome it is designed to assess
Relevant	talabalar uchun haqiqiy va mos bo'lgan baholash usuli hisoblanadi	is the assessment method authentic and relevant to the student
Criterion-referenced Assessment	Har bir talabanning faoliyati ma'lum bir printsip/mezon asosida baholanadi. Boshqa talabalarning ko'rsatkichlari inobatga olinmasligi kerak.	The performance of every student is judged by a specific principle. It should be strictly seen that other student's performance should not be taken into account.
Ipsative C	talabanning oldingi ko'rsatkichlariga nisbatan hozirgi ko'rsatkichlarini qiyoslab o'lchaydi.	It measures the performance of the student in comparison to his previous performance.
CEFR	Umumiy Yevropa Til Ko'nikmasi Qolipi	Common European Framework of Reference for Languages
The basic user	boshlovchi til o'rganuvchi	is a beginner.
The independent user	aksariyat kundalik vaziyatlarda tildan foydalana oladi.	can manage in most day-to-day situations.
A proficient user	deyarli ravonlikka erishgan til o'rganuvchisi	has almost reached fluency.
Global scale	Umumiy ma'lumotlarning turli maqsadlar uchun turli xil yo'llar bilan taqdim etilishi maqsadga muvofiqdir.	It is desirable that the common reference points are presented in different ways for different purposes.
Self-assessment grid	o'quvchilarga o'zlarining asosiy til ko'nikmalarini aniqlash va ularning darajalarini o'z-o'zini baholash	intended to help learners to profile their main language skills, and decide at which level they might look at a checklist of more detailed

	uchun batafsil tavsiflovchilarning tekshiruv ro'yxatini qaysi darajada ko'rib chiqishga qaror qilishlariga yordam berish uchun mo'ljallangan.	descriptors in order to self-assess their level of proficiency.
Qualitative aspects of spoken language use	tildan foydalanishning turli xil sifat jihatlariga e'tibor beradi.	focuses on different qualitative aspects of language use.
A1 levels can:	- ma'lum turdagi ehtiyojlarni qondirishga qaratilgan juda oddiy iboralarni tushunadi va ulardan foydalanadi; qaerda yashashi, kimlarni bilishi kabi shaxsiy ma'lumotlar haqida savollar berishlari va ularga javob berishlari mumkin.	- understand and use very basic phrases aimed at the satisfaction of needs of a concrete type, - introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have
A2 levels can:	- eng dolzarb ahamiyatga ega bo'lgan sohalarda bilan bog'liq jummalarni va tez-tez ishlatib turiladigan iboralarni (masalan, juda shaxsiy va oilaviy ma'lumotlar, xaridlar, mahalliy geografiya, bandlik) qo'llay oladi; - tanish va odatiy masalalar bo'yicha oddiy va to'g'ridan-to'g'ri ma'lumot almashishni talab qiladigan oddiy va odatdagi vazifalarda muloqot qila oladi;	- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment), - communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters,
B1 levels can:	- ishda, maktabda, bo'sh vaqtlarda va hokazolarda muntazam ravishda uchraydigan tanish	- understand the main points of clear standard input on familiar matters regularly encountered in work,

	<p>bo'lgan masalalar bo'yicha aniq ma'lumotlarning asosiy qismlarini tushunadi;</p> <ul style="list-style-type: none"> - tilda o'rganilayotgan mamlakatga sayohat qilishda turli vaziyatlarda tildan foydalana oladi, - tanish yoki shaxsiy qiziqish mavzularida oddiy bog'langan matnni tayyorlay oladi; 	<p>school, leisure, etc,</p> <ul style="list-style-type: none"> - deal with most situations while travelling in an area where the language is spoken, - produce simple connected text on topics that are familiar or of personal interest,
B2 levels can:	<ul style="list-style-type: none"> - aniq va mavhum mavzular bo'yicha murakkab matnning asosiy g'oyalarni, shu jumladan o'zlarining ixtisoslashuv sohasidagi texnik munozaralarini tushunadi; - ravonlik bilan o'zaro aloqaga chiqa oladi, chet ellik so'zlashuvchilar bilan hech qanday qiyinchiliksiz muntazam ravishda o'zaro aloqada bo'lishni ta'minlaydi; 	<ul style="list-style-type: none"> - understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization, - interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party
C1 levels can:	<p>murakkab tarkibli gaplarni tushunadi va yashirin ma'noni anglaydi;</p> <ul style="list-style-type: none"> - g'oyalarni qiyinchiliksiz ravshan va aniq ifodalay oladi; - ijtimoiy, ilmiy va kasbiy maqsadlarda tildan moslashuvchan va samarali foydalanadi; 	<ul style="list-style-type: none"> - understand a wide range of demanding, longer clauses, and recognize implicit meaning, - express ideas fluently and spontaneously without much obvious searching for expressions, - use language flexibly and effectively for social, academic and professional purposes,
C2 levels can:	<ul style="list-style-type: none"> - eshitilgan yoki o'qilgan deyarli hamma ma'lumotni osonlikcha tushunib oladi, 	<ul style="list-style-type: none"> - understand with ease virtually everything heard or read, - summarize information

	<p>- turli xil og'zaki va yozma manbalardan olingan ma'lumotlarni umumlashtiradi, izchil taqdimotda argumentlar va hisobotlarni qayta tiklay oladi,</p> <p>- o'z fikrini juda ravon va aniq ifoda eta oladi, eng murakkab vaziyatlarda ham nozik ma'no ottenkalarini farqlaydi.</p>	<p>from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation,</p> <p>-express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.</p>
Four language skills	gapirish, yozish, tinglash, o'qish	speaking, writing, listening, reading
Leadership skills	Bu jarayonlarni nazorat qilish, tashabbuslarni boshqarish va o'z xodimlarini maqsadlarga erishish yo'lida boshqarishda yordam beradigan kuchli tomonlar va qobiliyatdir.	are the strengths and abilities individuals demonstrate that help the oversee processes, guide initiatives and steer their employees toward the achievement of goals.
Teamwork	umumiy maqsadga erishish yoki vazifani samarali bajarish uchun guruhning birgalikdagi harakatidir	is the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way
Time management	bu aniq faoliyatga, ayniqsa samaradorlik va samaradorlikni oshirishga sarflanadigan vaqtni rejalashtirish va ongli ravishda boshqarish jarayonidir.	is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity.
Problem solving	bu muammoni aniqlash, uning sababini o'rganish; yechim uchun alternative yo'llarni izlash, birinchi o'ringa qo'yish va tanlash; va yechimni amalga oshirish.	is the act of defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution.

Research skills	savolga javob topish yoki muammoning yechimini topish qobiliyatidir. Tadqiqot ko'nikmalariga mavzuga oid ma'lumotlarni to'plash, ushbu ma'lumotlarni ko'rib chiqish va yechimga olib keladigan tarzda tahlil qilish va sharhlash qobiliyati kiradi.	are our ability to find an answer to a question or a solution to a problem. Research skills include the ability to gather information about your topic, review that information and analyze and interpret the information in a manner that brings us to a solution.
People skills	xulq-atvor va uning o'zaro ta'sir namunalari. Odamlar orasida bu uchta tegishli qobiliyatlari doirasidagi ko'nikmalar uchun soyabon atama bo'lib xizmat qiladi: shaxsiy samaradorlik, o'zaro ta'sir qilish qobiliyati va shafolat qilish qobiliyatlari.	are patterns of behavior and behavioral interactions. Among people, it is an umbrella term for skills under three related set of abilities: personal effectiveness, interaction skills, and intercession skills.
Language accuracy	o'quvchilarning til tizimidan, shu jumladan grammatika, talaffuz va leksikadan foydalanish darajasi.	refers to how learners' use of the language system is, including their use of grammar, pronunciation and vocabulary.
Language fluency	o'quvchining grammatikada, talaffuzda va so'z boyligida qancha xatolarga yo'l qo'yganidan ko'ra, ma'noni qanchalik yaxshi yetkaza olib, gaplashishini anglatadi.	refers to how well a learner communicates meaning rather than how many mistakes they make in grammar, pronunciation and vocabulary.
A classroom observation	dars jarayonini rasmiy yoki norasmiy kuzatishdir. Odatda, hamkasblar, rahbarlar yoki o'qitish bo'yicha	is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Typically

	mutaxassislar tomonidan olib boriladigan sinf kuzatuvlari ko'pincha o'qituvchilarga sinflarni boshqarish va o'qitish uslublarini takomillashtirishga qaratilgan konstruktiv mulohazalar bilan ta'minlash uchun ishlatiladi.	conducted by fellow teachers, administrators, or instructional specialists, classroom observations are often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques.
Language Portfolio	faylga yoki maxsus jildga birlashtirilgan talabalarning alohida ishlari to'plamidir. Ular o'quvchiga tegishli bo'lib, tilni o'rganish davom etar ekan, ba'zi qismlarni qo'shish yoki olib tashlash orqali yangilanishi mumkin.	is a collection of individual students' work put together in a file or ring binder. They belong to the student and can be updated as language learning continues by adding to and taking away pieces of work.
Communicative language teaching (CLT)	bu til o'qitish yondashuvlaridan bo'lib, u o'zaro aloqani: - ham o'rganish vositasi, -ham yakuniy maqsad sifatida ta'kidlaydi.	is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.
Role-play	bu og'zaki faoliyat bo'lib, odatda juftlikda amalga oshiriladi, uning asosiy maqsadi ma'lum sharoitda talabalarning kommunikativ qobiliyatlarini rivojlantirishdir.	is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting.
Interview	bu juftliklarda bajariladigan og'zaki mashg'ulot bo'lib, uning asosiy maqsadi o'quvchilarning o'rganilayotgan chet tilida shaxslararo ko'nikmalarini rivojlantirishdir	is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the TL.

Group work	bu o'rganilayotgan chet tilida muloqotni katta guruhda rivojlantirishga qaratilgan hamkorlikdagi faoliyat.	is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting.
Information gap	talabalar hamkorligidai faoliyat bo'lib, ular uchun ilgari noma'lum bo'lgan ma'lumotni samarali ravishda so'rab olish va bo'shliqni to'ldirish	is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the TL.
Standard examinations	Odatda ochiq savollar, to'g'ri javobni tanlash, bo'shliqni to'ldirish topshirig'i	Usually open ended questions, multiple choice questions, fill in the gap questions
Seen examination	Ochiq savollar. Ba'zida muammoli vaziyatlarni o'rganish yoki muammolarni hal qilish bo'yicha topshiriqlar. Topshiriq o'qituvchi tomonidan oldindan tanlanadi.	Open ended questions. Sometimes case studies or problem solving questions. Pre- selected by the teacher.
Open book exam	Imtihon paytida talabalarga eslatmalar va / yoki ma'lumotnomalardan foydalanishga ruxsat beriladi	Students are allowed to use notes and/or reference books during the exam
Oral presentations	Talabalarga ma'lum bir mavzu beriladi yoki ular taqdimot uchun o'zlarining mavzusini tanlashlari mumkin	Students are given a certain topic or they can choose their own topic for their presentation
Peer assessment	Talabalar baholash mezonlarini ishlab chiqib, bir-birlarini baholaydilar	Students work out criteria and assess each other.
Diary for self-assessment	Talabalar o'zlarining rivojlanishlarini kuzatib borish uchun kundalik yuritishlari talab etiladi.	Students are required to keep a diary to monitor their own progress
Projects (individual	Talabalarga ma'lum bir	Students are given a task to

and group)	vaqt ichida bajarilishi kerak bo'lgan topshiriq beriladi. Odatda vazifa plakat, taqdimot kabi narsalarni tayyorlashdan iborat bo'ladi.	be done over a certain period of time. Usually the task is to produce something such as a poster
A scavenger hunt is	o'quvchilar o'rtasida ochiq muloqotga yordam beradigan topshiriq.	a mingling activity that promotes open interaction between students.
Feedback	odatda kommunikatsiya nazariyasi va fiziologiyasida qo'llaniladi. U jarayon davomida ham, undan keyin ham takomillashtirish va qayta ko'rib chiqish uchun kerakli ma'lumotlarni taqdim etadi. O'qitishda ta'lim sohasida qo'llanilganda, u har doim o'qituvchidan o'quvchiga yoki o'quvchidan o'qituvchiga muloqotni belgilash uchun ishlatiladi.	is commonly used in communication theory and physiology. It informs the sender if the sent message is well received. It also provides the necessary information for refinement and revision, both during and after the process. When applied in teaching, it is always used to denote the teacher-to-student or student-to-teacher communication.
Effective feedback	talaba faoliyatining asosiy kuchli va zaif tomonlarini aniq tushuntiradi; takomillashtirish bo'yicha foydali ko'rsatmalar beradi.	explains clearly and precisely the principal strengths and weaknesses of a student's performance; provides helpful guidance on how to improve
Corrective feedback	odatda o'quvchi nutqining ravonligini yaxshilashga yordam beradi; o'quvchilarning xatolariga e'tibor qaratadi.	the objective is usually to facilitate improvements in a learner's accuracy; focuses on learners' errors.

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