

Approaches to Language aspects practice

Assessment specifications¹

Assignment 1

Paper based. Contextualized Learning (Context Clues Approach). This approach encourages students to infer the meaning of unknown words, idioms, and abbreviations by using the surrounding context in the text. According to the sample, fill in the graph and show your creativity, print everything and submit till deadline.

- Promotes critical thinking and inferencing skills.
- Encourages self-reliance in vocabulary learning.
- Helps students understand language as it's naturally used.

Criteria for assessment:

Criteria & Score	Excellent (5)	Good (4)	Satisfactory (3)	Fail (2)
Task response (focused on topic, relevant and well supported by evidence of research)	The student has demonstrated a wide range of research and investigation and covered all given points.	The student has displayed a good range of investigation and covered most of the main points.	The student has showed sound research and investigation into the provided topic, however, some major points are missed.	The student has demonstrated little research and investigation on the given topic. A lot of basic points are missed.
Design (creativity, layout, format, attractiveness)	The student has developed a visually enjoyable product with a clear and organized layout. There is a little or no improvement to be done.	The student has provided a good product with a clear layout and is visually pleasing, however the format and visual aspects could have been improved.	The student has demonstrated a sound effort in the aesthetics and layout of his product; however, the fluency of the layout could be improved.	The product is at a very basic level, with little or no structure, fluency or coherence.

¹ ***Note:** For successful completion of the course, you are required to gain a minimum of **70%** of the total **100%** score.

● For getting access to Mid-term, you are required to gain a minimum of **20%** of the total score.

● For getting access to Final assessment, you are required to gain a minimum of **55%** of the totalscore.

Language (grammar & vocabulary, spelling & punctuation in the output\product)	The student has used the best sentence structure\syntax and vocabulary that supported the topic. The student has defined words\structures that might be new to most of the audience.	The student has used the correct sentence structure\syntax and appropriate vocabulary that supported the topic BUT didn't define the complicated structures.	The student has used the appropriate sentence structure\syntax and vocabulary that supported the topic BUT also used some slang\reductions and simple range structures.	The student has used the incorrect sentence structure \syntax and vocabulary with lots of slang \reductions that are inappropriate and most not understood by the audience
Use of resources	The student has provided all sources he used during the research (in the list of used literature/by giving reference)	The student has provided most of the sources he used during the research (in the list of used literature/by giving reference)	The student has provided some of the sources he used during the research (in the list of used literature/by giving reference).	The student hasn't provided any sources he used during the research (in the list of used literature/by giving reference).

Assignment 2

Instructions: The grammar analysis should be done in 2 steps. Paper based. A structured approach where students follow clear steps to analyze the verb tenses in the article.

- Encourages careful, systematic analysis.
- Helps students understand both form and function of verb tenses.
- Reduces confusion by breaking down the task into smaller, manageable parts.

Step 1. Follow one of the links below and find an article you're interested in, print it and read thoroughly, make notes of unknown words, phrases and structures.

<https://medium.com/>

<https://www.discovermagazine.com/>

<https://www.vox.com/>

<https://www.vice.com/en>

<https://www.bbc.co.uk/newsround>

Step 2. Identifying the VERB TENSES and analysis. While reading the article highlight all verb tenses that you can find and analyze its usage.

Criteria	Beginning (2)	Progressing (3)	Achieving (4)	Extending (5)
Identify and analyze verb tenses in the chosen article	Identifies some verb tenses but struggles to analyze their usage	Identifies most verb tenses and attempts basic analysis of their usage	Identifies all verb tenses accurately and provides insightful analysis of their usage	Identifies all verb tenses accurately, provides in-depth analysis, and connects to the context
Recognize and correct inappropriate shifts in verb tense	Does not recognize shifts in verb tense	Recognizes some shifts in verb tense and attempts to correct them	Recognizes and corrects most shifts in verb tense	Recognizes and corrects all shifts in verb tense
Produce complete sentences with varied structures using appropriate verb tenses	Struggles to produce complete sentences with varied structures and appropriate verb tenses	Produces mostly complete sentences with varied structures and appropriate verb tenses	Produces complete sentences with varied structures and appropriate verb tenses	Produces complex sentences with diverse structures and precise verb tenses
Apply knowledge of language conventions to convey meaning effectively through verb tense usage	Has limited understanding of language conventions and struggles to convey meaning effectively	Demonstrates basic understanding of language conventions to convey meaning effectively	Applies language conventions effectively to convey meaning through verb tense usage	Utilizes language conventions skillfully to convey nuanced meanings through varied verb tenses

Assignment 3

Paper based. Here students are given two famous stories written by O’Henry. Your assignment is devoted to the following task: You are required to rewrite one or several paragraphs (minimum 20 sentences) which you like from the story using different types of conditionals and substituting words with their synonyms / antonyms / phrasal verbs / idioms (minimum 20 words). Combining Methods for a Comprehensive Approach.

- **Modeling and guided practice** can be followed by **collaborative work** for peer review.
- **Grammar-first instruction** can be combined with **digital tools** to support vocabulary substitution.
- **Reflection and self-assessment** can be incorporated after **task breakdown** to ensure deep learning and improvement.

Provide the original part of the story and students version.

Criteria	Beginning (2)	Progressing (3)	Achieving (4)	Extending (5)
Use of different types of conditionals	Demonstrates limited use of different conditionals	Shows some application of different types of conditionals.	Appropriately utilizes a variety of different types of conditionals.	Mastery in incorporating wide range of different Types of conditionals effectively.
Word substitution with Synonyms/Antonyms /Phrasal verbs/Idioms	Struggles to substitute words effectively.	Makes attempts to substitute words with some variety of Synonyms/Antonyms /Phrasal verbs/Idioms.	Effectively substitutes words with Synonyms/Antonym /Phrasal verbs/Idioms.	Skillfully substitutes Words with a divers Range of Synonyms/Antonym /Phrasal verbs/Idioms, Enhancing the rewritten paragraph.
Length of the written paragraph (min.20 words)	Contains fewer than 20 words	Includes approximately 20 words in the rewritten paragraph.	Consistently meets the minimum requirement with 20 words in the rewritten paragraph.	Exceeds the minimum requirements with a detailed, expensive, paragraph exceeding 20 words.

Assignment 4

- Accuracy (based on the degree to which a student speaks/writes without grammatical mistakes). Communicative approach and drilling used in teaching grammar structures to young learners
- Task response (in tasks such as storytelling, describing a picture (use of grammar structures in context), storytelling, e.g. Students should learn the words and try to use them in communication.
- While guessing the meaning of the word, please look out for the words in the context, admittedly.
- Showing clear understanding, students are asked to write the definition of the word in their own words.

Criteria	Beginning (2)	Progressing (3)	Achieving (4)	Extending (5)
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Subject-Verb and Pronoun-Antecedent Agreement	- Struggles with subject-verb agreement, often making errors.	- Demonstrates some understanding of subject-verb agreement but makes occasional mistakes.	-Shows consistent understanding of subject-verb agreement with minimal errors.	- Mastery of subject-verb agreement, applying complex structures accurately.
Use of Vocabulary for Communication Tasks	- Limited use of vocabulary, struggles to convey ideas effectively.	- Attempts to use a variety of vocabulary but lacks precision in conveying ideas.	- Uses a range of vocabulary effectively to convey ideas clearly.	- Demonstrates a sophisticated vocabulary usage, enhancing communication significantly.
Grammar Structure in Context (e.g., storytelling, describing)	-Struggles to apply grammar structures in context, leading to inaccuracies.	- Attempts to use grammar structures in context but may lack consistency.	Applies grammar structures effectively in context, enhancing the storytelling experience.	- Utilizes advanced grammar structures seamlessly in various communication tasks.
Vocabulary Understanding through Definition Writing	- Difficulty in providing definitions for words, lacks clarity in own words.	- Attempts to write definitions for words but may not fully capture the meaning accurately.	- Writes definitions clearly in own words, demonstrating a good understanding of vocabulary.	- Provides insightful definitions, showcasing a deep understanding and use of vocabulary.

Assignment 5

Communicative Language Teaching approach is convenient for this task. Grammar is learned inductively through this task that require students to use the language in meaningful ways. Inductive Approach very useful for this task students discover grammatical rules themselves through examples and students analyze them to deduce the rule.

Criteria	Beginning (2)	Progressing (3)	Achieving (4)	Extending (5)
Step 1: Identify Parts of Speech (with Focus on Unknown Words)	Unable to identify parts of speech correctly, with significant confusion or misunderstanding of unknown words.	Struggles with identifying some parts of speech or makes frequent errors in analysis.	Correctly identifies most parts of speech but may make occasional errors with unfamiliar words.	Correctly identifies and analyzes all parts of speech, including unfamiliar words, with no errors.

Step 2: Identify Phrasal Verbs and Their Meanings	Fails to identify phrasal verbs or provides incorrect or incomplete explanations of their meanings.	Misses some phrasal verbs or explains their meanings unclearly or incorrectly.	Identifies most phrasal verbs and understands their meaning, with minor errors in explanation.	Identifies all phrasal verbs and explains their meanings correctly and clearly within the context.
Step 3: Analyze the Types of Relative Clauses in the Text	Fails to identify relative clauses or provides incorrect analysis of their type and function.	Struggles to identify relative clauses or misinterprets their function	Identifies most relative clauses but may have minor difficulty distinguishing between types or explaining their function.	Correctly identifies all relative clauses, distinguishes between defining and non-defining clauses, and explains their function with clarity.

WHAT SUCCESSFUL STUDENTS SHOULD EXPECT TO DO IN THIS COURSE:

Understand and Apply Different Tenses: Successful students should be able to identify and accurately use a variety of verb tenses (present, past, future, perfect, and continuous forms) in context.

Use Conditionals Effectively: They should demonstrate a solid grasp of conditional forms (zero, first, second, third, and mixed conditionals) and know when and how to apply them based on the situation.

Use Modal Verbs Appropriately: They should be able to use modals (can, could, should, might, etc.) to express ability, necessity, possibility, and obligation.

Utilize Active and Passive Voice Correctly: Students should know when to use the active and passive voice depending on the context of the sentence.

Incorporate Synonyms and Antonyms: Students should be able to identify key words in texts and replace them with appropriate synonyms or antonyms to convey the same or opposite meaning, thus enhancing fluency and flexibility in writing and speaking.

Master Phrasal Verbs: They should actively integrate phrasal verbs into their speech and writing, understanding both the meaning and context of commonly used phrasal verbs.

Use Idiomatic Expressions: Successful students should be able to incorporate idiomatic expressions naturally into their writing and conversation, enriching their language and making it sound more native-like.

Correctly Use Collocations: Students should practice and correctly use common word pairings (collocations) in their speaking and writing, enhancing their natural flow.

Contextual Language Use: Students should be able to use language appropriately for different registers (formal, informal, academic, casual) and know how to adjust their language based on the audience and context.

Effective Communication Strategies: They should be able to employ strategies for clarification, asking for clarification, and repairing misunderstandings in both spoken and written communication.

Minimize Grammatical Errors: Students should strive to minimize errors in word order, tense agreement, subject-verb agreement, articles, prepositions, and other grammatical aspects that affect clarity and fluency.

Check for Spelling and Punctuation: Students should show attention to detail by proofreading their written work for spelling, punctuation, and grammar mistakes, ensuring a polished result.

Develop Error Correction Skills: Students should be able to self-correct errors and actively engage in feedback from teachers or peers to improve accuracy.

"Language Aspects Practice" should focus on mastering key grammar structures, expanding vocabulary, ensuring accuracy in language use, and developing fluency in speaking and writing. They should engage in critical thinking, apply their knowledge creatively in various contexts, and continuously seek ways to refine and improve their language skills. By doing so, they will become more proficient and confident in their language use, both in academic and real-world situations.