Assessment specifications
Approaches to language teaching
and Teaching language systems for communication

APPROACHES TO LANGUAGE TEACHING   AND TEACHING LANGUAGE SYSTEMS FOR COMMUNICATION

Assessment specifications[1]

Introduction: This course is obligatory for Semester 4 by 2 hours in a week. There are 4 credits are given to this course:

Ongoing assessment	Self-Study	Mid-term	Demo lessons	Micro teaching	Final assessment	Total
Entry 1: Discussion - 5% **Entry 2:** Pair Presentation – 5% **Entry 3:** Designing acommunicative task on (grammar, vocabulary or phonology) – 5%	Evaluating language material – 5% Lesson observation analysis – 5%	Article report	4 Demo lessons by 2,5% for each	Micro teaching based on summarising methodological knowledge	Compare/ contrast Essay	
15%	**10%**	**20%**	**10%**	**5%**	**40%**	**100%**

Requirements	Description	Deadlines	Points (%)
Entry 1 - 5% Entry 2 - 5% Entry 3 - 5%	In order to complete these tasks, you should not just physically participate but be active in the conducted activities on face to face/online classes. Detailed information about Entries are given below. **See Learner Portfolio.**	The last weekof each month	15%
Self-Study	**Self-Study** 1 You will be given a task to complete independently, see detailed information below.**See Learner Portfolio.** **Self-Study 2** You will be given a task to complete independently, see detailed information below.**See Learner Portfolio.**	By the end module 2 *apprx*: Weeks 10-12	10%
Midterm	see Midterm requirements below.	Week 6	20%
Demo lesson 1 Demo lesson 2 Demo lesson 3 Demo lesson 4	see Demo lessons requirements below.	Week 3 Week 5 Weeks 8-9 Week 11	10%
Microteaching	see Micro teaching requirements below.	Week 12	5%
Final	see Final assessment requirements below.	Exam timetable will be shared	40%
			100%

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[1] ***Note:*** *For successful completion of the course, you are required to gain a minimum of **70%** of thetotal **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.*

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LEARNER E-PORTFOLIO

It is a collection of entries and tasks completions that you will produce over the semester on students'portfolio. Each entry has a task that is described below.

PARTICIPATION

To complete this task, you should not just physically participate but be active in the conducted activities on face to face/online classes. Participation is obligatory according to the regulation of higher education institutions.

ENTRIES
ENTRY 1 - 5%

DISCUSSION

- Teacher or you choose an article (e.g. Hawkey R. Teacher and learner perceptions of language learning activity), an extract from a book on language teaching, activity or teaching technique discussion (e.g. Find someone who, Drilling) based on the items from the indicative content.
- The article, extract from a book or the description of the activity or teaching technique will be given in advance to you to ensure you are ready to discuss it.
- One of the group members is nominated as a **moderator**, whose task is to chair the discussion, to sparkle the discussion and keep it on track, to prevent conflicts between the members, to make sure that every member has a chance to speak up.
- The moderator introduces the issue and invites group members' views on an importance of the issue, appropriateness of the ideas presented in the article, students own ideas/considerations regarding the issue, etc.
- effectiveness, appropriateness, advantages of and possible problems with the discussed activity or teaching technique.
- The discussion lasts for 30 minutes.
- At the end the moderator summarizes the discussion.

Criteria for assessment:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Task Response	Presents a clear, well-structured argument; effectively engages the audience.	Clearly presents ideas and engages, with minor issues in structure.	Presents argument but lacks clarity or engagement.	Struggles to present ideas; engagement is minimal.	Does not present a coherent argument.
Critical Analysis	Thoroughly analyzes and critiques ideas with insightful	Analyzes ideas with clear points but lacks	Provides basic analysis but lacks critical depth.	Limited analysis; observations are superficial.	Fails to analyze ideas presented.

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	observations.	depth in critique.			

ENTRY 2 - 5%
PRESENTATION IN PAIRS

You will prepare 10-minutes presentation in pairs on comparing and contrasting different approaches, advantages and disadvantages of using a particular approach in a particular teaching context (e.g., Communicative approach and drilling used in teaching grammar structures to young learners).

The following topics can be recommended:

- Role of Mother Tongue in Grammar-Translation and Audio-Lingual methods
- Advantages and disadvantages of drilling in grammar lessons
- Effectiveness of learning texts by heart in Communicative language teaching
- Etc. *The list can be continued by responsible instructor…

Criteria for assessment:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Task Response	Effectively presents and supports arguments; excellent timing.	Clearly presents arguments with minor timing issues.	Presents arguments but lacks clarity or timing.	Struggles to present arguments; poor timing.	Does not present a coherent argument.
Critical Analysis	Thoroughly analyzes different approaches, highlighting advantages and disadvantages with insight.	Analyzes approaches with clear points but lacks depth.	Provides basic analysis of approaches; lacks critical depth.	Limited analysis; observations are superficial.	Fails to analyze approaches presented.
Suggested Solutions	Proposes insightful and feasible solutions or changes to teaching methods.	Suggests reasonable solutions with minor gaps.	Offers basic solutions but lacks depth or feasibility.	Limited suggestions; minimal understanding of the context.	Does not propose any solutions.

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ENTRY 3 – 5%
DESIGNING A COMMUNICATIVE TASK ON GRAMMAR, VOCABULARY OR PHONOLOGY

Before developing a task, it is necessary to identify the specifications of the task you are going to develop. Besides designing the task, itself, write a short task specification (about 200 words) considering the following questions:

Areas	Comments
What materials am I going to use for thedevelopment of the task? (e.g., existing textbook, literature source, newspaper or other authentic materials)	
What level of vocabulary/grammar/phonology should the task be aimed at? (e.g.,pre-intermediate)	
What is the precise focus of the task? (e.g., words related to a certain topic; different meanings of a word; stress, intonation etc.)	
What type of task am I going to use? (e.g., open/banked gap-filling exercises; multiple matching; using texts with thinking questions;labelling and describing objects in a picture etc.)	
What stages will be there in the task? (e.g., pre-, during- and post-reading)	
Will my task be integrated with other skills/aspects? (e.g., speaking skills and grammar?) How?	
Will the task combine different interaction patterns? (e.g., individual and pair work)	

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Sample for the task design:

DESIGNING A COMMUNICATIVE TASK

NAME: _____

Topic:
Level:
Age:
Description of the task:
Procedure of the task:
Evaluation/Assessment (what do you assess or evaluate through this task?):

Criteria for assessment:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Relating Task Specification Comments with Task Design	Clearly and effectively relates task specification comments to the task design, demonstrating a deep understanding of the connection.	Relates task specification comments to the task design with minor gaps in clarity or depth.	Provides a basic connection between task specification comments and task design, but lacks detail.	Struggles to relate task specification comments to task design; connections are unclear.	Fails to relate task specification comments to task design.
Designing a Task Based on Communicative Language Teaching Principles	Designs a task that fully embodies communicative language teaching principles, demonstrating a strong balance between fluency and accuracy, and includes real-life relevance and interactive elements.	Designs a task that mostly adheres to communicative language teaching principles, with minor lapses in real-life relevance or interaction.	Designs a task that meets some communicative language teaching principles but lacks depth in fluency, accuracy, or real-life relevance.	Designs a task with limited adherence to communicative language teaching principles; lacks clarity in fluency and accuracy balance.	Fails to design a task based on communicative language teaching principles.

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MID-TERM – 20%
ARTICLE REPORT

You will need to report on a professional article related to the course. The list of suggested articles will be provided a week earlier. You are required to choose any article from the given list, read it in advance and on Mid-term day write a short review/reflection (about 200-250 words) addressing the following:
1. Why you find the article useful
2. How it relates to your learning and teaching context
3. Points that you agree or disagree with or find interesting (explain why)
4. Attach a copy of the chosen article to your report.

Criteria for assessment:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Task Response (5%)	Fully meets word count and relevance requirements, demonstrating thorough understanding.	Meets word count and relevance with minor lapses.	Meets minimum word count but lacks relevance in some areas.	Falls short of word count; relevance is minimal.	Does not meet word count; irrelevant content.
Critical Reading of Professional Literature	Provides insightful analysis, clearly stating agreement/disagreement and reasons; deeply engages with the text.	Analyzes the text with clear points; expresses agreement/disagreement with some reasoning.	Basic analysis with limited insight; vague reasons for agreement/disagreement.	Minimal engagement with the text; unclear reasons for opinions.	Fails to analyze the text or express relevant opinions.
Support	Strongly supports arguments with relevant examples and references; enhances overall argument.	Provides good support with relevant examples; mostly strengthens the argument.	Offers some support but lacks depth or relevance in examples.	Limited support; examples are weak or unclear.	No relevant support provided for arguments.

Note: Total grade: 20p Passing grade: 12p.

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SELF-STUDY – 10%

1. EVALUATING LANGUAGE MATERIAL - 5%

In this task you should write a report of about **300 words (NOT less)** based on the following:

* ♠   Choose a piece of teaching material on grammar, vocabulary and phonology from the existing textbooks (local school textbooks or modern international course books).
* ♠   Evaluate how the language is treated in the light of the relevant theories and approaches.
* ♠   Give examples to support your points.
* ♠   Suggest ways of adaptation.

NOTE: *Attach a copy of your chosen piece of teaching material as evidence of your analysis.

Criteria for assessment:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Task Response	Fully meets word count and relevance requirements.	Meets word count and relevance with minor issues.	Meets minimum requirements but lacks some relevance.	Falls short of word count; relevance is minimal.	Does not meet word count; irrelevant content.
Critical Analysis	Thoroughly analyzes materials with clear connections to relevant theories; supports with strong examples.	Analyzes materials well, connecting to theories with adequate examples.	Provides basic analysis but lacks depth or clarity in connections.	Limited analysis; connections to theories are vague.	Fails to analyze materials or connect to relevant theories.
Suggestions for Adaptation	Proposes insightful and practical adaptations, clearly justified with examples.	Suggests reasonable adaptations with some justification.	Offers basic suggestions but lacks depth or clarity.	Limited suggestions; unclear or impractical.	Does not propose any relevant adaptations.

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2.   LESSON OBSERVATION ANALYSIS - 5%

- ♠ For this assignment, you will observe a teacher implementing a communicative task and assess the teacher's ability to design a communicative task.
- ♠ You will be given 120 minutes to complete the task. You need to watch the given videos in it and analyse the process.
- ♠ The task includes 3 parts: lesson observation, giving constructive feedback and providing opinions on redesigning the task used in the lesson.
Videos will be available on Youtube.

Criteria for assessment:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Lesson Observation and Commenting	Provides detailed and insightful observations; comments are highly relevant.	Offers clear observations with relevant comments; minor lapses in detail.	Basic observations provided; comments lack depth or relevance.	Limited observations; comments are vague or unclear.	Fails to provide meaningful observations or comments.
Providing Constructive Feedback	Delivers highly constructive feedback that enhances understanding and improvement.	Offers constructive feedback that is mostly helpful and relevant.	Provides some feedback, but lacks depth or specificity.	Limited feedback; not particularly helpful or relevant.	No constructive feedback provided.
Agreement/ Disagreement on Redesigning Task	Clearly articulates agreement/disagreement with detailed reasoning and examples.	States agreement/disagreement with some reasoning; examples may lack detail.	Basic agreement/disagreement stated, but lacks clarity or depth.		

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DEMO LESSONS - 10%

- ♠ You are required to conduct 4 demo lessons in pairs within 10 minutes.
- ♠ Each demo lesson will be assessed by 2.5 points.
- ♠ Your demo lessons should include your gained knowledge on one of the assigned methods of teaching and ways of teaching appropriate language systems for communication.
- ♠ You are expected to successfully use the chosen method with relevant topic-based activities.

Criteria for assessment:

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Task Response	Excellent time management; highly relevant materials.	Good time management; relevant materials.	Basic time management; some relevance in materials.	Poor time management; materials not very relevant.	Very poor time management; irrelevant materials.
Awareness of Method	Strong understanding of the method; applies it well.	Good understanding; mostly effective use.	Basic understanding; some effective use.	Limited understanding; weak application.	No understanding of the method; ineffective use.
Choosing Appropriate Activity	Perfectly chooses activities for the topic.	Suitable activities chosen with minor issues.	Somewhat appropriate activities, but lacking depth.	Activities are not well aligned with the topic.	Poorly chosen activities; not relevant to the topic.

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MICRO-TEACHING - 5%

✦ In this task you should conduct a 10-minute individual micro teaching session showcasing your understanding of various approaches and methods to language teaching and their application in teaching specific language systems (grammar, vocabulary, phonology) for effective communication.

✦ To conduct your micro-teaching you should choose one rule of grammar, vocabulary or pronunciation in the content of one topic and with the help of interactive activity. Follow the instructions below:

Instructions:

✦ Lesson Preparation (Pre-Microteaching):

✦ Choose a specific language topic or skill that aligns with the course objectives.

✦ Develop **a simple** lesson plan, including objectives, describing instructional activities, and assessmentstrategies.

✦ Create any necessary teaching materials (handouts, presentations, etc.).

✦ Microteaching Session:

Duration: 10 minutes (adjust based on course requirements).

Teaching Focus:

✦ Deliver a short segment of a lesson to peers or classmates.

✦ Focus on engaging and interactive teaching methods.

✦ Use a variety of teaching aids, incorporate student participation, and aim for clear and conciseexplanations.

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Lesson Plan Creation	Clear objectives, engaging activities, and solid assessments.	Good objectives and activities; assessments mostly appropriate.	Basic objectives and activities; assessments need more clarity.	Limited objectives; activities and assessments are unclear.	No clear objectives; irrelevant activities and assessments.
Teaching Performance	Clear and engaging presentation; effective use of aids and responsive to students.	Mostly clear and engaging; good use of aids; some responsiveness.	Basic clarity and engagement; limited use of aids and responsiveness.	Minimal clarity; not engaging; poor use of aids.	Very unclear; disengaging; no use of aids.

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FINAL ASSESSMENT – 40%
COMPARE/CONTRAST ESSAY

Essay analyzing/comparing/contrasting different approaches in different teaching contexts.

- ♣ You will write an essay of about 500 words based on the following:
- ♣ You choose two methods and/or approaches to language teaching from the given list and describe similarities and differences in the views of language and culture central to you.
- ♣ You will give examples to support your points.
- ♣ :

Criteria	Excellent 10-9	Good 8-7	Satisfactory 6-5	Needs Improvement 4-3	Unsatisfactory 2-0
Task Response	Meets word count and is highly relevant.	Meets word count with minor relevance issues.	Meets minimum requirements; some relevance.	Falls short of word count; minimal relevance.	Does not meet word count; irrelevant content.
Critical Analysis	Deeply analyzes approaches in various contexts.	Analyzes approaches well but lacks some depth.	Basic analysis; limited context consideration.	Limited analysis; vague connections to contexts.	No analysis of approaches in different contexts.
Support	Strongly supports arguments with relevant examples.	Provides good support, but some examples may lack detail.	Basic support, lacking depth or relevance.	Limited support; weak examples.	No relevant support provided.
Coherence	Ideas are very clear and logically organized.	Mostly clear and organized, with minor issues.	Some clarity; organization needs improvement.	Limited clarity; disorganized presentation.	Ideas are unclear and poorly organized.
Cohesion	Excellent use of transitions; ideas flow smoothly.	Good use of transitions; minor flow issues.	Basic transitions; some disjointed ideas.	Limited transitions; ideas are unclear.	No cohesion; ideas are disconnected.

Note: *Total grade: 40pPassing grade: 21p.*

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<u>WHAT SUCCESSFUL STUDENTS SHOULD EXPECT TO DO IN THIS COURSE:</u>

Responsibilities: Successful students follow both oral and written instructions. The syllabus and assignment sheets are the primary sources of instructions in any university course, so successful students read them carefully and refer to them regularly.

Successful students write down any instructions given orally by the professor; they also are careful to make sure that they have taken accurate notes and ask questions before due dates.

Successful students look up information first so that they ask informed questions, not questions they already have the answers to. If they can't find the answers, they contact the instructor after class or via Telegram or email.

Successful students pay close attention to how they can best and most easily learn the material in a particular subject area. If you have difficulty figuring out how best to learn the material in this class, please make an appointment to see the instructor.

Plagiarism: Successful students always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned. Therefore, copying the work of another person, whether an essay or answers during a test, is considered **plagiarism**.

Plagiarism is a form of cheating. Any time a student uses someone else's work and does not give that person credit, it is plagiarism. Anyone who plagiarizes will receive an **"F"** on the assignment. If this is repeated, the student will fail the course. If you are "suspected" of plagiarism, you will bear the burden of proof. You must be able to present rough drafts or related materials and discuss the topic intelligently.

Technical Requirements: This course will be completed both face to face and online using the learning management system. To access the program, you will need

- PC or Laptops
- Reliable broadband Internet connection (DSL or cable recommended);
- Gmail
- Web browser (latest version of Chrome or Firefox);
- JavaScript and Cookies must be enabled;

Communicating with your instructor outside of class: availability for responding to the emails,messages is between **6 pm - 9 pm** during the week days.
Unavailable on weekends.