

## INTEGRATED COURSE OF TEACHING FOREIGN LANGUAGES

### Assessment specifications<sup>1</sup>

**Introduction.** This course is obligatory for Semesters 5<sup>th</sup> and 6<sup>th</sup> by 4 hours in a week. There are 8 credits (240 hours) are given to this course:

	<b>40%-96 hours</b>		<b>60%-144 hours</b>
<b>Ongoing process</b>	<b>Midterm assessment</b>	<b>Final assessment</b>	<b>Self-studies of all assessments</b>
Six modules tasks completion during the classes	<p><b>Midterm 1.</b> Micro teaching: Conducting a micro-lesson on any topic related to teaching language skills by integrally applying all language skills (preparation, classroom speech, behavior, and the interconnection of language skills). (M1, M2)</p> <p><b>Midterm 2.</b> Unit design: Micro-unit design (preparation of visual materials, creation of handouts) (Module 5), developing a lesson plan based on the created unit design and writing assessment criteria (Modules 4, 6).</p>	<p><b>Final 1.</b> Portfolio - Creating/developing tools needed for collecting data for the practical research of the lesson, conducting a micro-teaching session, collecting data based on it, and preparing a report (M3). All materials should be gathered periodically till the Final examination.</p> <p><b>Final 2.</b> Lesson plan analysis, evaluation of materials included in lesson plan, writing assessment specification for the lesson given in lesson plan</p>	The course content divided into logic 18 topics and for each topic is given independent work, where learner may develop his/her knowledge. The independently studied and created materials by students will organize the Portfolio. The results of <b>60%</b> of self-study tasks can be seen in Mid term and Final assessment tasks.
<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>60%</b>

<b>Evaluations</b>	<b>Descriptions</b>	<b>Deadlines</b>	<b>%</b>	<b>Score</b>
<b>Class activities</b>	Your participation will be assessed based on your readiness, contributions to class discussions, and completion of the exercises. Being prepared will also enhance your understanding and ability to contribute meaningfully. You should come to class by comprehending the pre-lesson materials. The course includes itself 48 lessons. In each lesson students will have discussions, debates and exercises to develop their knowledge. All class activities are equal to 96 hours.	Each lesson	<b>10%</b>	<b>20</b>

<sup>1</sup> \*Note: To successfully complete the course, you must achieve at least 69.9% of the total 100% score.

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<b>Midterm</b>	<p>Midterm 1: Micro Teaching</p> <p>This assessment encourages students to practically apply their understanding of teaching language skills by delivering a micro-lesson. Students will integrate all four language skills (listening, speaking, reading, and writing) while focusing on effective preparation, classroom speech, professional behavior, and skill interconnection. Through this activity, students will enhance their pedagogical abilities by engaging in real-world teaching scenarios and receiving constructive feedback on their performance.</p> <p>Midterm 2: Unit Design</p> <p>This activity engages students in creating a comprehensive micro-unit design that includes the preparation of visual materials and handouts, fostering creativity and practical resource development. Students will also design a lesson plan based on their unit design and craft detailed assessment criteria. This process allows students to explore innovative teaching strategies and assessment practices while aligning their work with theoretical principles from relevant modules.</p>	Week 8	<b>15%</b>	<b>20</b>
<b>Final examination</b>	<p>Final 1: Portfolio Development</p> <p>Students will create and develop tools necessary for collecting data during practical research. This includes:</p> <p>Designing instruments such as questionnaires, observation checklists, or surveys tailored for the lesson research.</p> <p>Conducting a micro-teaching session using their developed tools.</p> <p>Collecting and analyzing data obtained from the micro-teaching session.</p> <p>Preparing a comprehensive reflective report summarizing findings, observations, and reflections based on the data collected.</p> <p>Students must periodically compile all materials—including drafts, finalized tools, and the report—into a portfolio, which will be submitted during the Final Examination. This portfolio serves as evidence of their independent work</p>	Exam timetable will be shared	<b>15%</b>	<b>60</b>

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	<p>and practical application throughout the course.</p> <p>Final 2: Lesson Plan Analysis and Assessment Specification Students will perform an in-depth analysis of a given lesson plan, focusing on the materials and methodologies it incorporates. This includes: Evaluating the relevance, appropriateness, and effectiveness of the materials included in the lesson plan. Writing an assessment specification document for the lesson, outlining the objectives, criteria, and methods of evaluation for assessing student performance. The assessment specification should adhere to the provided sample format. As part of the Final Examination, students will submit a portfolio containing their independent work and their selected topic for public speaking. During the exam, each student will deliver a public speech reflecting on their learning experiences and the practical implementation of their research and lesson planning activities. All materials must be prepared and organized periodically in the lead-up to the Final Examination.</p>			
<p><b>Self-study materials</b></p>	<p>The course content divided into logic 18 topics and for each part is given independent work, where learner may develop his/her knowledge. The independent studied and created materials by students will organize the Portfolio. The results of <b>60%</b> of self study tasks can be seen in Mid term and Final assessment tasks.</p>	<p>Deadlines will be given based on the assessment type</p>	<p><b>60%</b></p>	<p>Self-study tasks can be seen as one part of Portfolio</p>
			<p><b>100%</b></p>	<p>100 points</p>

**Final 1: Portfolio Development**

The final portfolio will consist of several key components, including:

- 1. Clear Research Question:** Define a focused and actionable question (e.g., *How does peer feedback influence student engagement in writing tasks?*).

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2. **Objective Setting:** Identify specific goals (e.g., improving teaching strategies, enhancing student participation, or assessing a new learning tool).
3. **Data Collection Methods:** Use multiple tools to gather evidence (**Observations:** Structured or unstructured classroom observations. **Surveys/Questionnaires:** Collect student/teacher feedback. **Interviews:** One-on-one or group discussions. **Student Work Analysis:** Review assignments or test results. **Audio/Video Recordings:** Capture classroom dynamics).
4. **Participants:** Identify who will be involved: Students (specific age group or subject area). Teachers (self-reflection or peer observation).
5. **Framework or Model:** Use a guiding framework like: **a) Action Research:** *Plan, act, observe, and reflect in cycles.* **b) Case Study:** *Focus on a particular class or lesson.* **c) Experimental Design:** *Test interventions (e.g., using control and experimental groups*
6. **Timeline and Milestones:** Plan stages: preparation, data collection, analysis, and reporting.
7. **Analysis and Interpretation:** Use qualitative (themes, patterns) or quantitative (statistical) analysis.
8. **Reporting and Sharing Results:** Present findings through reflective reports, presentations. Offer specific, feasible strategies for improvement.

Together, these components will represent your overall learning and achievements through theoretical view into practical , providing a clear picture of your skills and competencies.

**Assessment criteria: 30 points (5% is given for demonstrating the portfolio other 3% is equal to self-study tasks for final portfolio)**

The planning stage	The acting stage	The developing stage	The reflecting stage
<b>5 points</b>	<b>10 points</b>	<b>10 points</b>	<b>5 points</b>

**Final 2: Lesson Plan Analysis and Assessment Specification**

The key components and criteria for the "Final 2: Lesson Plan Analysis and Assessment Specification" project:

1. Evaluate how well the materials used in the lesson plan align with the lesson's objectives and the students' needs (Detailed description of the materials (textbooks, handouts, multimedia, etc.); Assess whether the teaching methods employed are appropriate for the target audience, content, and learning objectives; Analyze the flow and sequencing of the lesson plan and its ability to support effective learning; Identify and reflect on the strengths and areas for improvement in the lesson plan.
2. Clearly define the learning objectives that the assessment will measure; Establish clear, detailed criteria for evaluating student performance

**Submission Requirements**

**Essay Submission:** The reflective essay must be well-structured and clearly written, with an introduction, body, and conclusion. It should provide detailed analysis and reflection on the lesson plan's materials and methodologies. **Word Count:** Reflective Essay: 800-1000 words

**Assessment Specification Document:** Students must follow the provided sample format for the assessment specification, ensuring all components are clearly addressed.

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Depth of Analysis in Reflective Essay	Reflection on Teaching Materials and methodologies	Relevance to Learning Objectives	Use of Evidence and Examples	Assessment Specification Document	Word Count Compliance
<b>7</b>	<b>7</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>3</b>

**Midterm assessment**

**The first midterm** assessment requires students conduct a micro-lesson on any topic related to teaching language skills by integrally applying all language skills (preparation, classroom speech, behavior, and the interconnection of language skills).

**Lesson Planning.** Students choose a topic relevant to teaching language skills (e.g., vocabulary, grammar, speaking, listening, reading, or writing). They develop a detailed **lesson plan** that integrates all language skills (listening, speaking, reading, writing). Include objectives, materials, methods, and assessment techniques. Submit the lesson plan before the micro-teaching session for approval or feedback.

- 1. Conducting micro teaching:** Conduct a **15 –20 minutes micro-teaching session** in front of group and/or instructors. Clearly demonstrate each language skill within the lesson (e.g., reading an article, discussing it, and writing reflections). Engage students actively through using appropriate classroom language such as questions, discussions, or activities. Maintain appropriate body language, eye contact, and tone of voice.
- 2. Reflection and Feedback** After delivering the lesson, reflect on your performance: What went well, and what could be improved? How effectively were the language skills integrated? Review feedback from peers and/or instructors.
- 3. Final Report:** Submit a written report including: The lesson plan. A description of how language skills were integrated. Self-reflection on the teaching experience. A summary of feedback received and how it will inform future practice

**Assessment criterias: 10 points (5% is given for conducting micro lesson, 2% is equal to self-study preparation)**

Eye contact Gesture	Facial expression Proximity	Classroom expressions	Listening, reading strategies and techniques	Speaking, writing strategies and techniques	Total
1 points	1points	2 points	3points	3points	10 points

**The second midterm** assessment requires from students to create a well-structured micro-unit design that integrates preparation of materials and addresses learning goals. The following steps should be implemented:

**Step 1:** Create your own syllabus firstly for your own unit as sample (Vocabularies should be taken from the text you are going to choose; according the chosen material choose the grammar you are going to present and other tasks; all tasks should be connected with each other):

Theme of the lessons	Vocabulary	Grammar	Reading	Listening	Speaking	Writing	Phonetics
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**Step 2. Unit design:** Design a unit according your created syllabus and follow the below given items:

- ▲ design 3 lessons and 1 Revision lesson for those 3,

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- ▲ they should include interesting illustrations,
- ▲ apply authentic /non authentic materials,
- ▲ consider different learning styles as auditory, visual, kinesthetic, different modes of work as pair work, group work, individual work, team work.

**Step 3. Lesson Plan Development:** Create a comprehensive lesson plan based on the designed micro-unit. Design a lesson plan for subsequent 45or 80-minutes lesson. In your lesson plan do not forget to include: Profile of learners who are this lesson for. You can decide on which grade of schoolchildren or students of lyceums, colleges to choose. Indicate learners ‘age, level, needs, gender, cultural background, L1 etc.; Aims, objectives Materials and resources to be used; Stages; Timing; Interaction patterns; Homework; Develop clear and fair assessment criteria to evaluate the effectiveness of the student performance (*Create a rubric with clear categories e.g., understanding, participation, task completion*).

**Assessment criterias: 10 points (2% is given for designing syllabus, 6% is given unit design and lesson plan)**

Syllabus design: Appropriate organization	Unit design	Lesson Plan Development
2 points	5 points	3points

**Class activities**

Students are required to thoroughly review pre-class materials, such as academic articles, videos, lesson plan templates, or examples of integrated teaching approaches. They should come to class prepared to discuss the key ideas, strategies, and methodologies presented in the materials. If students find certain concepts unclear, they should proactively bring questions or notes for clarification during class discussions. Students should actively participate in discussions that focus on analyzing and applying concepts from the pre-class materials. They are expected to contribute thoughtful insights, provide relevant examples, and respond constructively to their peers’ ideas. Discussions will often center around integrating language skills (listening, speaking, reading, writing) in lesson planning and teaching practices. Each student should prepare and conduct a mini-teaching session focused on a specific topic related to the integration of language skills. Students should create short, engaging activities that incorporate multiple language skills. During the session, students will take on the role of a teacher and lead their peers through the activity. They should demonstrate effective classroom management, use clear and appropriate language, and engage the group in meaningful learning. Students should participate in collaborative group activities designed to simulate real-world teaching scenarios. Activities include group lesson planning, peer observation, and problem-solving tasks related to classroom management or integrating language skills. Each student is expected to contribute actively, listen to others, and share ideas to achieve group objectives. In-class exercises students will complete a variety of hands-on tasks, such as: designing visual aids or handouts for language activities, drafting lesson plans that demonstrate the integration of skills, analyzing case studies of language classrooms and proposing improvements, role-playing teacher-student interactions to practice language teaching techniques. All in-class tasks must be completed accurately and on time, meeting the outlined requirements.

**Assessment criterias: 20 points (10% is given for being active in class activities)**

Pre-Class Preparation	Class Participation in Discussions	Mini-Teaching Session	Group Activities	In-Class Exercises	Contribution to Peer Feedback
4 points	3 points	5points	3 points	3 points	2 points

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**Self-study (144 hours=60%)**

A list of topics for independent work submissions aligned with the syllabus modules for 144 hours:

1. Topic: "Comparative Analysis of Language Acquisition Theories" - 8 hours,
  - a) Overview of Language Acquisition Theories (Write a 500-word essay) – 2h
  - b) Observing Language Learners – 2h
  - c) Designing a Lesson Plan - 2h
  - d) Creating Visual Comparisons – 2h
2. Topic: "Effective Use of Body Language in Classroom Teaching"- 8 hours,
  - a) Write a 500-word essay on the topic– 2h
  - b) Observe and explain a live class and identify at least five examples– 2h
  - c) Prepare and practice delivering a 5-minute segment of a lesson– 2h
  - d) Practice teaching a short lesson (3–5 minutes) focusing on using body language– 2h
3. Topic: "Strategies for Managing Classroom Behavior"- 8 hours,
  - a) Made PPT on the topic – 2h
  - b) Create a set of classroom rules suitable for an EFL classroom -2h
  - c) Develop and act out three role-play scenarios– 2h
  - d) Develop a simple behavior management plan– 2h
4. Topic: "Designing Task-Based Learning Lesson Plans"- 8 hours,
  - a) Research and Define Task-Based Learning (TBL) – 2h
  - b) Analyze a TBL Lesson Plan– 2h
  - c) Create a TBL Lesson Plan– 2h
  - d) Peer Review and Reflection– 2h
5. Topic: "Integrating Technology into Lesson Planning"- 8 hours,
  - a) Research and read about two models of technology integration in education– 2h
  - b) Create a Tech-Enhanced Lesson Plan– 2h
  - c) Explore and Evaluate an Educational App– 2h
  - d) Create a Technology-Enhanced Assessment– 2h
6. Topic: "Teaching Listening Skills: Theory and Practice"- 8 hours,
  - a) Explore the theory behind teaching listening skills in language learning. – 2h
  - b) Developing a Pre-listening Activity– 2h
  - c) Creating a While-listening Activity– 2h
  - d) Developing a Post-listening Activity– 2h
7. Topic: "Developing Effective Speaking Activities"- 8 hours,
  - a) Study the principles behind effective speaking activities in the classroom– 2h
  - b) Create a speaking activity tailored to your target learners. – 2h
  - c) Implement a speaking activity in a real classroom setting. – 2h
  - d) Peer Feedback and Revision– 2h
8. Topic: "The Role of Classroom Observation in Teacher Development"- 8 hours,
  - a) Write a 2-3 page literature review on the role of classroom observation– 2h
  - b) Observation Framework Development– 2h
  - c) Conduct a Peer Observation– 2h
  - d) Write feedback summarizing your observation findings– 2h
9. Topic: "Analyzing Teacher-Student Interaction Patterns"- 8 hours,
  - a) Literature Review– 2h

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- b) Observation and Analysis– 2h
  - c) Design a mini-lesson that incorporates various interaction patterns– 2h
  - d) Peer Feedback Session– 2h
10. Topic: "Principles of Language Assessment and Test Design"- 8 hours,
- a) Research and Write a Summary– 2h
  - b) Design a Language Test– 2h
  - c) Evaluate an Existing Test– 2h
  - d) Create a Rubric for Speaking Assessment– 2h
11. Topic: "Alternative Forms of Assessment in Language Learning"- 8 hours,
- a) Write a 1-2 page literature review on the concept of alternative assessment– 2h
  - b) Create a Portfolio Assessment Plan– 2h
  - c) Develop a Peer Assessment Rubric– 2h
  - d) Conduct a Self-Assessment Activity– 2h
12. Topic: "Motivating Young Learners in the EFL Classroom"- 8 hours,
- a) Study various theories and models of motivation in language learning– 2h
  - b) Create a Motivational Lesson Plan– 2h
  - c) Develop a Classroom Motivation Strategy– 2h
  - d) Conduct a Motivational Activity– 2h
13. Topic: "Choosing and Adapting Materials for Young Learners"- 8 hours,
- a) Literature Review– 2h
  - b) Material Analysis– 2h
  - c) Create an Adapted Lesson Plan– 2h
  - d) Develop Original Teaching Material– 2h
14. Topic: "Creating Engaging Online Learning Environments"- 8 hours,
- a) Investigate different theories of online learning and engagement – 2h
  - b) Create a detailed lesson plan for an online English language class – 2h
  - c) Choose a topic relevant to your TEFL curriculum and develop an interactive resource that can be used in an online learning environment – 2h
  - d) Collaborate with a peer to conduct a mock online teaching session based on your lesson plan – 2h
15. Topic: "Effective Use of Multimedia in Online Teaching"- 8 hours,
- a) Read and analyse literature review on the role of multimedia in online teaching, focusing on its effectiveness in language learning – 2h
  - b) Create a Multimedia Lesson Plan – 2h
  - c) Choose a language topic (e.g., verb tenses, vocabulary related to travel, or pronunciation). Create a 10-minute multimedia presentation – 2h
  - d) Evaluate an Online Course – 2h
16. Topic: "Principles of Coursebook Selection and Analysis"- 8 hours
- a) Research and summarize key principles of coursebook selection and analysis – 2h
  - b) Select two English language coursebooks used for teaching a specific age group – 2h
  - c) Lesson Plan Development – 2h
  - d) Adaptation Exercise – 2h
17. Topic: "Designing Authentic Materials for Language Learning"- 8 hours,
- a) Research and summarize key theories and principles related to authentic materials – 2h



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- b) Design an authentic reading material tailored to a specific language level – 2h
  - c) Lesson Plan Development – 2h
  - d) Share your authentic material and lesson plan with a peer or mentor and solicit feedback– 2h
18. Topic: "Using illustrations in ELT materials" - 8 hours,
- a) Literature Review – 2h
  - b) Create a Visual Aid – 2h
  - c) Choose a published ELT textbook or resource and analyze its use of illustrations – 2h
  - d) Develop a Lesson Plan – 2h

The results of independent work can be formalized in the form of an essay, lesson design (lesson plan), presentation. The student is required to be able to demonstrate independently learned knowledge of the subject in the audience through various interactive methods and to be able to teach it to others.

The student is recommended to use the following forms when preparing an independent work:

- study the chapters and subjects of textbooks and manuals;
- preparation and presentation of lesson materials based on learned knowledge;
- work on the topics of special literature and create your own lesson plan;

Works for reference:

- ◆ Ellis, R. (2008). *Second Language Acquisition*. Oxford, UK: Oxford University Press.
- ◆ Fast, J. (1970). *Body Language in the Classroom*. New York, NY: M. Evans and Company, Inc.
- ◆ Wong, H.K., & Wong, R.T. (2009). *The First Days of School: How to Be an Effective Teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.
- ◆ Prabhu, N.S. (1987). *Tasks in Second Language Learning*. Cambridge, UK: Cambridge University Press.
- ◆ Peachey, N. (2016). *Digital Tools for Teachers: Trainers' Guide*. [No Place]: PeacheyPublications.
- ◆ Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge, UK: Cambridge University Press.
- ◆ Holmes, D. (2005). *Speaking Activities for the Classroom*. [No Place]: British Council.
- ◆ Wajnryb, R. (1992). *Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers*. Cambridge, UK: Cambridge University Press.
- ◆ Kinginger, C. (2004). *Teacher-Student Interaction: Patterns and Interaction in Classroom Discourse*. [No Place]: Pennsylvania State University.
- ◆ Brown, H.D. (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education.
- ◆ Shin, J.K., & Crandall, J. (2014). *Teaching Young Learners English*. Boston, MA: National Geographic Learning/Cengage Learning.
- ◆ Tomlinson, B. (2011). *Materials Development in Language Teaching*. Cambridge, UK: Cambridge University Press.
- ◆ Ladousse, G.P. (1987). *Creating and Using Authentic Materials*. Oxford, UK: Oxford University Press