

Assessment specifications

Assessments for Semester 1 and 2, During each semester students must fulfil several tasks based on their **Listening and speaking** over the semester as a part of continuous assessment.

Integrated skill, Listening and speaking, Independent study skills module (4 credits)

SEMESTER 1

Semester 1: (4 credits)

Project 1 National identities (October)

Suggested Intercultural Awareness Activities

- 1.Ss take an interview from foreigners and they will talk about their national symbols and their opinions about Uzbekistan.
- 2.Ss describe in diagram form the political systems of Great Britain and Uzbekistan and discuss the similarities and differences.

Suggested projects:

- 1.“Interview about national symbols” (the interview should be submitted as video)
2. System of government of great Britain and national symbols (quiz contest or poster presentation)

Sample of project work

Project work 1. Interview about national symbols

- 📌 Take an interview from foreigners and they will talk about their national symbols and their opinions about Uzbekistan.
- 📌 Submit the interview as video.
- 📌 The length of video should be no less than 10 minutes.
- 📌 Create a question paper with interesting questions.
- 📌 Follow the deadline.

Project 2 Food and food process (November)

1. Ss cook any Uzbek or English meal or salad and during cooking they describe every step of cooking e.g. ingredients, time and so on .
2. Ss compare and contrast Uzbek and English recipes and discuss what a British/American visitor to Uzbekistan would probably find strange in Uzbek cuisine and vice versa

Suggested projects:

- 1.“Cooking process” (video recipe)
- 2.“Recipe book” (book of recipes with illustrations)

Project work 2. You are what you eat

Instruction:

In this project you have to prepare any kind of healthy meal and tell the process of preparation step by step while cooking it.

- 📌 Shoot a video of all the process and make a 10-minute video presentation.
- 📌 Include into your speech some information about the benefits of this meal to a person's health.

- ☞ Use academic words and paraphrases, linking devices in your speech.
- ☞ Make sure that your speech matches with the cooking process.

Self-study topics (September, October, November, December)

Students will be involved in student-centred project work done in small groups. The project will be planned, discussed, and later evaluated.

The project work involves three stages:

1. Classroom planning (discussing the content and scope of the project).
2. Carrying out the project (conducting interviews, gathering materials, making recordings).

Reviewing and monitoring the work (discussions and feedback sessions, group

analysis of the work, self-monitoring by the participants).

The percentage to be allocated to each criterion is determined by a teacher according to the content and scope of the project, and the specifications can be modified to cater for the project content, Ss' level, institutional requirements and others.

Library research (November)

1. For this task you will have to choose one of the suggested topics from the ISS course list:

1. Motivation
2. Stress management
3. Reflection
4. Learner Autonomy
5. Preparing for exams

1. Search for the materials in the library and internet on the chosen topic.

2. Based on your reading and your interests narrow down the topic and make a title.

3. Give references on the 5 sources (both on-line and in print: articles, books, encyclopedia entries etc.) which you think is relevant to the chosen title. Please also note where and how you have found each source, as well as provide brief notes on what kind of information one can find there.

Mid-course Assessment (Listening module and Speaking module-November)

Listening module

Instruction:

For this task students should work on their Listening skill every week.

They are recommended to watch and listen 15 videos or audios given by their teacher and keep a diary to take short notes. Students can listen to songs, audio books, and films, audio recordings with conversations, talks, TV/radio news, and podcasts.

Students write one entry (diary notes) every week.

Speaking module

Unique festivals (Topic: National identities. Individual mini presentation)

Instruction:

☞ In this task students should record 3 min video, that shows comparison & contrast (similarity and difference) between 2 countries unusual festivals.

☞ Both of the holidays should be analyzed carefully including 5 W+H (what, where, when, who, why and how) questions in the speech.

☞ To make the speech more vivid, it is required to use visual aids. For ex: poster, ppt, brochure, leaflet etc.

Final assessment (Listening module and Speaking module-January)

Listening module

Listening passages:

2 listening passages of different text types, e.g. monologue, dialogue.

Each passage should be of 2-3 minutes length

- ◆ Focus: listening for main idea, listening for specific information, listening for identifying a speaker's mood, emotions, attitude; listening for stress, listening for identifying sounds etc.

- ◆ Tasks:

Different types of tasks, e.g. multiple choice, sentence/table completion, True/False/Not Given, etc. But for one listening task there should be no more than two different types of tasks.

20 items (10 items for each listening passage)

- ◆ Time: 15-20 minutes

Before each listening passage 1 minute should be allowed for students to look through the questions

After each listening passage 3 minutes should be given for students to write/organise their answers on the answer sheet/exam paper.

Speaking module

Topic: People & personality. Individual mini speech

Instruction:

- ☞ For this task, a student should record a video with 2 min length (at least), where he/she introduces about himself/herself.

- ☞ In the speech they should include the following spheres:

1. Personality
2. Character
3. Education
4. Qualifications (Achievements)
5. Languages
6. Additional skills (Hobbies & interests)

SEMESTER 2

Semester 2: (4 credits)

Project 3 Family and family values (February)

1.Ss watch a British/American movies or cartoon about family and after watching they dub the movie or cartoon.

2.Ss watch a British/American film (e.g. "My Big, Fat Greek Wedding", "Bride and Prejudices", etc.) describing the multinational family and work out

Suggested project:

- 1."Family movies" (short film)
- 2."Family rules" (poster presentation)

Project 4 (Research presentation- March)

Instruction:

- ☞ For this task, students should record 5 min video which is based on research about rare deceases.

☞ First, they should choose one of the given disease and conduct mini investigation. Their findings should be explained including the following

criteria:

1. Etymology of the disease or illness (when, where, how it has been spread(acquired or genetically modified)
2. Symptoms of the disease (high temperature, pale skin, losing weight etc.)
3. Vector of the disease (who usually suffers: kids, adults, animals etc.)

Cure of the disease (curable or incurable. F ex: it should be cured mentally by the help of psychologist, traditional or conventional medicine)

Self-study topics (Reflective writing) (February, March, April, May)

Ss write a reflection about the work they have done in each project stating what they have learned, what caused difficulty, and what were their individual contributions. This reflective writing should be assessed at the end of a semester.

Mid-course Assessment (Listening module and Speaking module) (April)

Listening module

Every day students are recommended to listen to English and keep a diary to take short notes. Students can listen to songs, audio books, films, audio recordings with conversations, talks, TV/radio news, podcasts. Students write at least one entry every week.

Besides the everyday entries the students will have to write 2 reflective pieces of writing at the start of the semester and the end of it.

Reflection on what kind of listener I am

For this entry you will have to write a reflective paragraph (no less than 100 words) addressing the following issues:

- ◆ What do you usually listen to in English?
- ◆ How often do you listen to spoken English ?
- ◆ What difficulties do I have with listening?
- ◆ What helps me understand while listening?

Reflection on the listening skills that I have developed

For this entry you will have to write a reflective paragraph of not less than 150 words. Reflect on the listening skills that you have developed during the Listening & Speaking course over the semester. The following might guide you:

- ◆ variety of strategies you started using to achieve comprehension (refer to course description)
- ◆ benefits to you of regular listening
- ◆ plans for further development of your listening skills.

Speaking module (Role-play task)

In groups of 2 Ss will have to act out in a train. Both of them are passengers going from Samarkand to Tashkent.

Passenger 1. You are very tired and want to sleep. You are not in a mood to talk to anyone. However another passenger keeps talking to you. Try to deal with the passenger as politely as possible.

Passenger 2: You are very excited by your trip to Samarkand and want to share it with someone. Share your impressions with the passenger sitting next to you, ask his/her name, job, family, reason for visiting Samarkand and others.

Final assessment (May)

Listening module

- ◆ Listening passages:
 - 2 listening passages of different text types, e.g. monologue, dialogue.
 - Each passage should be of 2-3 minutes length
- ◆ Focus: listening for main idea, listening for specific information, listening for identifying a speaker's mood, emotions, attitude; listening for stress, listening for identifying sounds etc.
- ◆ Tasks:
 - Different types of tasks, e.g. multiple choice, sentence/table completion, True/False/Not Given, etc. But for one listening task there should be no more than two different types of tasks.
 - 20 items (10 items for each listening passage)
- ◆ Time: 15-20 minutes
 - Before each listening passage 1 minute should be allowed for students to look through the questions
 - *After each listening passage 3 minutes should be given for students to write/organise their answers on the answer sheet/exam paper.*

Speaking module

INTERVIEW

Note: 1 minute prior the tasks should be spent on warm-up for dealing with anxiety. These include questions asked by the teacher students' response for which is not assessed

- ◆ *Task type:*
 - Role play – 2 students interview each other based on their role cards
- ◆ *Focus:* students' ability to engage in a conversation
- ◆ *Topic:* from the range of topics covered through the course.
- ◆ *The prompt sheets* for students should include the following information:
 - Instructions
 - Information they need to play their roles
 - Information on how much time is allowed for preparation and for answering
- ◆ *Time:* 1 minute for preparation

Semester 1

Criteria assessment of Project 1

| | |
|---|----|
| Fluency <i>Is the speech smooth and free of too many pauses?</i> <i>Is the speed of speech natural?</i> <i>Does intonation vary when necessary (e.g. while asking questions, showing surprise)</i> | 5 |
| Turn-taking <i>Is the turn-taking natural?</i> <i>Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution?</i> <i>Is the speech built on the ideas and contributions of another speaker?</i> | 5 |
| Asking and answering questions <i>Are questions asked appropriately?</i> <i>Are questions answered appropriately?</i> | 5 |
| Style <i>Is the level of formality/informality appropriate to the situation? (Note for interview students should use more formal style)</i> <i>Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, Manager and so on)?</i> | 5 |
| Total | 20 |

Criteria assessment of Project 2

| Assessment criteria | |
|--|----|
| Fluency: Talking without pauses and hesitation. Using a range of words and paraphrasing. Using less common vocabulary. Avoiding errors. Using linking devices | 5 |
| Task response: Ability to speak in front of camera. The quality of video and sound | 5 |
| Time management: Keeping the length of video (10-minute including no less than 3-minute speech) and submission of the task on time | 5 |
| Total: | 15 |

Criteria assessment of Mid-term

The following criteria will be used to assess the Listening module:

| | |
|--|----|
| Completeness | 5 |
| Evidence of regular listening | 5 |
| Ability to self-evaluate your listening skills | 5 |
| Ability to reflect on your listening strategies | 5 |
| Ability to plan further development of your listening skills | 5 |
| Total: | 25 |

Criteria assessment of Speaking module

| | |
|--|----|
| Fluency Is the speech smooth and free of too many pauses? Is the speed of speech natural? Does intonation vary when necessary (e.g. while asking questions, showing surprise) | 5 |
| Turn-taking Is the turn-taking natural? Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution? Is the speech built on the ideas and contributions of another speaker? | 5 |
| Asking and answering questions Are questions asked appropriately? Are questions answered appropriately? | 5 |
| Style Is the level of formality/informality appropriate to the situation? Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, Manager and so on)? | 5 |
| Total | 20 |

Criteria assessment of Final assessment

The following criteria will be used to assess the Listening module:

| | |
|---|---|
| Ability to listen and understand the main idea of the recording | 5 |
| Ability to catch specific information from the recording | 5 |
| Ability to express his/her opinion and justify the reason | 5 |
| Fluency Is the speech smooth and free of too many pauses? Is the speed of speech natural? Does intonation vary when necessary (e.g. while asking questions, showing | 5 |

| | |
|--|----|
| <i>surprise)</i> | |
| Asking and answering questions <i>Are questions asked appropriately?</i> <i>Are questions answered appropriately?</i> | 5 |
| Total: | 25 |

Criteria assessment of Speaking module

| Criteria | Comments | Points |
|--|-----------------|---------------|
| Task achievement: <i>student talks on topic by providing relevant information/reasons of his/her decisions.</i> | | 5 |
| Fluency and Coherence: <i>Is the speech smooth and free of too many pauses?</i> <i>Is the speed of speech natural?</i> <i>Does intonation vary when necessary (e.g. while asking questions, showing surprise)</i> <i>Pronunciation is clearly understood;</i> <i>Transitional devices are used effectively</i> | | 5 |
| Lexical resource: <i>This refers to a wide range of vocabulary, including less common phrases and idiomatic language, in a natural way.</i> | | 5 |
| Grammatical range and accuracy: <i>a good mix of various grammatical structures accurately used</i> | | 5 |
| Total | | 20 |

Semester 2

Criteria assessment of Project 3

| Assessment criteria | |
|---|----|
| Team work: <i>Ability to work in a team (ability of problem-solving, creativity, accepting and assuming responsibilities)</i> | 5 |
| Book design/content/Lexical resources: <i>Ability to speaking without hesitation and pauses (text or transcript of the movie, pictures)</i> | 5 |
| Time management: <i>Submission of the task on time following the instruction</i> | 5 |
| Total: | 15 |

Criteria assessment of Project 4

| | |
|---|----|
| Fluency <i>Is the speech smooth and free of too many pauses?</i> <i>Is the speed of speech natural?</i> <i>Does intonation vary when necessary (e.g. while asking questions, showing surprise)</i> | 5 |
| Turn-taking <i>Is the turn-taking natural?</i> <i>Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution?</i> <i>Is the speech built on the ideas and contributions of another speaker?</i> | 5 |
| Asking and answering questions <i>Are questions asked appropriately?</i> <i>Are questions answered appropriately?</i> | 5 |
| Style <i>Is the level of formality/informality appropriate to the situation? (Note for interview students should use more formal style)</i> <i>Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, Manager and so on)?</i> | 5 |
| Total | 20 |

Criteria assessment of Mid-term

The following criteria will be used to assess the Listening module:

| | |
|---|-----|
| <i>Completeness</i> | 3% |
| <i>Evidence of regular listening</i> | 3% |
| <i>Ability to self-evaluate your listening skills</i> | 3% |
| <i>Ability to reflect on your listening strategies</i> | 3% |
| <i>Ability to plan further development of your listening skills</i> | 3 % |
| <i>Total:</i> | 15% |

Criteria assessment of Speaking module:

| | |
|---|---|
| Fluency <i>Is the speech smooth and free of too many pauses?</i> <i>Is the speed of speech natural?</i> <i>Does intonation vary when necessary (e.g. while asking questions, showing surprise)</i> | 5 |
| Turn-taking <i>Is the turn-taking natural?</i> <i>Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution?</i> <i>Is the speech built on the ideas and contributions of another speaker?</i> | 5 |
| Asking and answering questions <i>Are questions asked appropriately?</i> <i>Are questions answered appropriately?</i> | 5 |
| Style <i>Is the level of formality/informality appropriate to the situation? (Note for pair discussion students should use more informal style)</i> <i>Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, Manager and so on)?</i> | 5 |

| | |
|---|----|
| Ability to justify one's opinion | 5 |
| Total: | 20 |

Criteria assessment of Final assessment

The following criteria will be used to assess the Listening module:

| | |
|--|----|
| Ability to listen and understand the main idea of the recording | 5 |
| Ability to catch specific information from the recording | 5 |
| Ability to express his/her opinion and justify the reason | 5 |
| Fluency <i>Is the speech smooth and free of too many pauses?</i> <i>Is the speed of speech natural?</i> <i>Does intonation vary when necessary (e.g. while asking questions, showing surprise)</i> | 5 |
| Asking and answering questions <i>Are questions asked appropriately?</i> <i>Are questions answered appropriately?</i> | 5 |
| Total: | 25 |

Criteria assessment of Speaking module:

| Criteria | Comments | Points |
|--|-----------------|---------------|
| Task achievement: <i>student talks on topic by providing relevant information/reasons of his/her decisions.</i> | | 5 |
| Fluency and Coherence: <i>Is the speech smooth and free of too many pauses?</i> <i>Is the speed of speech natural?</i> <i>Does intonation vary when necessary (e.g. while asking questions, showing surprise)</i> <i>Pronunciation is clearly understood;</i> <i>Transitional devices are used effectively</i> | | 5 |
| Lexical resource: <i>This refers to a wide range of vocabulary, including less common phrases and idiomatic language, in a natural way.</i> | | 5 |
| Grammatical range and accuracy: <i>a good mix of various grammatical structures accurately used</i> | | 5 |
| Total | | 20 |

Submission and Deadline Policy:

- All assignments should be submitted through the course on the due date.
- Late submissions will incur a penalty of 5% per day unless an extension has been granted.
- Plagiarism will result in a grade of zero for the assignment and may lead to further disciplinary action. All papers will be checked using plagiarism detection software.

Feedback and Revision:

- Students will receive detailed feedback on each assignment within two weeks of submission.
- Opportunities for revision and re-submission will be available.

| Grades | Percentages |
|---------------|-----------------------|
| 5 | 90-100% |
| 4 | 89,9-70% |
| 3 | 69,9-60% |
| 2 | 59,9 and lower |