

TOMTT

Assessment specifications

Introduction: This course is obligatory for semesters 7-8 by 4 (2 hours lecture, 2 hours seminar) hours in a week. There are 8 credits are given to this course.

Ongoing assessment	Self-study	Mid term 1	Mid term 2	Final assessment	TOTAL
Task 1: Active participation during seminars -20% Task 2: Discussion -10% Task 3: Presentation -10%	Fan kesimida berilgan mavzular bo'yicha mustaqil ishlarni bajarish	Test	Yozma	Yozma/Lesson plan	
40%	10%	10%	10%	30%	100%

Requirements	Description	Deadlines	Points (%)
Task 1 - 20% Task 2 - 10% Task 3 - 10%	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.	The 2 -4 weeks of each month	40%
Self-Study	Self-Study You will be given a task to complete independently	By the end semester <i>apprx</i> : Weeks 13-14	10%
Midterm 1	see Midterm requirements below.	Week 8, Semester 7	10%
Midterm 2	see Midterm requirements below.	Week 8, Semester 8	10%
Final	see Final assessment requirements below.	Exam timetable will be shared	30%
			100%

ONGOING ASSESSMENT

TASK 1 – 20%

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.

TASK 2

DISCUSSION – 10%

- According to the chosen topic students will discuss on the given topic about teaching and learning techniques, methods and approaches. Advantages and disadvantages of the chosen theme.
- 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 pts)	Good (8-7 pts)	Satisfactory 6 -5 pts)	Unsatisfactory 4 - below pts)
Task Response (6%)	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.	Does not present a coherent argument.
Critical Analysis (4%)	Thoroughly analyzes and critiques ideas with insightful observations.	Analyzes ideas with clear points but lacks depth in critique.	Provides basic analysis but lacks critical depth.	Fails to analyze ideas presented.

Task 3

PRESENTATION - 10%

Students will prepare 15-minute presentation for the given topic on teaching English methodology and education technologies, approaches, methods and techniques, advantages and disadvantages of using them. How they are effective in teaching languages skills and aspects, to which level they are appropriate and so on. Topics can be chosen by students among the seminar topics.

Criteria for assessment:

Criteria	Excellent (10 - 9 pts)	Good (8-7 pts)	Satisfactory 6 -5 pts)	Unsatisfactory 4 - below pts)
Task Response (5%)	Effectively presents and supports arguments; excellent timing.	Clearly presents arguments with minor timing issues.	Presents arguments but lacks clarity or timing.	Does not present a coherent argument.
Critical Analysis (3%)	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.	Fails to analyze approaches presented.
Suggested Solutions (2%)	Proposes insightful and feasible solutions or changes to teaching methods.	Suggests reasonable solutions with minor gaps.	Offers basic solutions but lacks depth or feasibility.	Does not propose any solutions.

MID-TERM 1**TEST-10 %**

Students will be given a multiple-choice test with the questions taken from the lectures and seminars during the semester and they will choose an answer. There are 30 tests for each right answer 1 point is given.

MID-TERM 2

Written work –10 %

SELF-STUDY – 10%

In this task you should write a report of about **12-15 pages (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.

Criteria for assessment: 30 points

Criteria	Excellent (10 - 9 pts)	Good (8-7 pts)	Satisfactory 6 - 5 pts)	Unsatisfactory 4 - below pts)
Task Response	Fully meets word count and relevance requirements.	Meets word count and relevance with minor issues.	Meets minimum requirements but lacks some relevance.	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.	Fails to analyze materials or connect to relevant theories.
Suggestion 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.	Does not propose any relevant adaptations.

FINAL ASSESSMENT – 30%

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 assessment strategies.
- ◆ 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 concise explanations.

50 points

Criteria	Excellent (10 - 9 pts)	Good (8-7 pts)	Satisfactory 6 -5 pts)	Unsatisfactory (4 - below pts)
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.	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.	Very unclear; disengaging; noise of aids.
Task Response	Meets wordcount and is highly relevant.	Meets wordcount with minor relevance issues.	Meets minimum requirements; some 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.	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.	No relevant support provided.