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ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ЛИНГВОДИДАКТИЧЕСКИЕ АСПЕКТЫ ОЦЕНИВАНИЯ ЯЗЫКОВЫХ УМЕНИЙ СТУДЕНТОВ 3 семестр

Код, направление подготовки	45.04.02 Лингвистика
Направленность (профиль)	Лингвистика, лингводидактика и межкультурная коммуникация
Форма обучения	Очная
Кафедра-разработчик	Лингвистики и переводоведения
Выпускающая кафедра	Лингвистики и переводоведения

Типовые задания для контрольной работы:

Создать методические разработки:

Вариант №1 «Приемы тестирования лексико-грамматических знаний» (Use of English);

Вариант №2 «Контроль умений аудирования» (Listening Skills Assessment)

Вариант №3 «Контроль умений иноязычного чтения» (Reading Skills Assessment)

Вариант №4 «Контроль умений письменной речи» (Writing Skills Assessment)

Вариант №5 «Контроль умений иноязычного говорения» (Speaking Skills Assessment)

Assessment Issues in TKT

Task 1. The role of error

For questions 1 – 7, match the statements with the types of mistakes listed A-C.

Statements	Types of mistakes
1. All beginners confuse the tenses in English.	A a slip
2. The learner was extremely tired. This made her forget lots of grammar.	
3. The learner was able to correct his own mistake.	
4. The learner's pronunciation was full of sounds from his own language.	B interference
5. Nearly all the learners, of whatever mother tongue, made mistakes with the word order in English Present Simple Tense question forms.	C a developmental error
6. He was very angry so he kept making mistakes.	
7. The learner kept using vocabulary based on her own language.	

Task 2. Assessment types and tasks

For questions 8-12, match the instructions with the terms listed A-F.

There is one extra option which you do not need to use.

Instructions	Terms
8. Read the sentences and complete the blanks with one word only.	A labeling
9. What are the names of these things? Write the name beside each picture.	B jumbled sentences
10. Draw a line between the words on the left and their meanings on the right.	C picture composition
11. Exchange ideas on the topic with your classmate.	D matching
12. Look at these and write the story they tell.	E gap-fill

Task 3. For questions 13-19, match the assessment activities with teacher's

comments listed A-H. There is one extra option which you don't need to use.

Assessment activities	Teacher's comments
13. close	A. When students act as "the teacher" and have to find their own mistakes, they learn a lot.
14. proofreading	B. It really makes students focus on what the most important information is in a text and how to express it clearly.
15. sequencing	C. With just two or three choices, students could guess which option is correct, so I always ask them to explain their answers.
16. dictation	D. I give the students the first paragraph without any missing words, so that they understand the context, and then I take out every seventh word in the rest of the text.
17. summary writing	E. It's a good way of assessing speaking, but I find it difficult to listen and think about the language and interact with the student at the same time.
18. interview	F. It focuses on assessing listening, grammar, vocabulary, spelling and punctuation, but it's really difficult to mark.
19. Information-gap	G. It's easy to mark but, if students get one item in the wrong order, it can make all the other items wrong, too.
	H. When partners exchange information, you can assess the speaking skills of both students.

Task 4. For questions 20 -25, match the correction techniques with the teacher's aims listed A-G.

There is one extra option which you do not need to use.

Correction techniques	Teacher's aims
20. The teacher decided to ignore the mistakes which she heard students making in their role-plays.	A to expose students to corrections without them being conscious of it
21. The teacher used finger correction, highlighting what the missing word in the question was.	B to focus on pronunciation
22. The teacher reformulated a young learner's utterance.	C to focus on fluency and give students encouragement
23. The teacher puts students into groups and asked them to read and comment on each others' written summaries.	D to develop understanding of language use by using a visual representation
24. The teacher pointed at a symbol on the phonemic chart.	E to focus students on features of connected speech
25. The teacher drew a time line on the board showing the difference between the present simple and present continuous after several students had used the wrong tense.	F to encourage self-correction
	G to encourage peer correction

Task 5. For questions 26-32, look at the classroom situations in which the teacher gives feedback and the three possible types of feedback listed A, B and C. Choose the type of feedback (A, B and C) which matches the classroom situation.

26. The teacher noticed all the learners were having problems with some target vocabulary. She noted the problems down and did a revision exercise the next day.	A delayed feedback B peer feedback C teacher feedback to the class
27. A young learner had just finished talking to the class about her hobby. The teacher said: <i>Thanks, Mary. You tried hard. Well done.</i>	A delayed feedback B teacher feedback on an individual C peer feedback
28. A teenage learner had written a story for homework. The teacher marked the work and wrote this comment: <i>This is so much better than last week's</i>	A feedback on attitude B feedback on progress C feedback on strengths and weaknesses

<i>homework. Well done.</i>	
29. The teacher wrote on the first draft of a learner's composition: <i>Look at this website for more ideas.</i>	A feedback on grammatical mistakes B instructions on planning C help with finding reference resources
30. A teacher, talking to a group of primary children at the end of a group work activity, said: <i>You talked a lot today and worked well together.</i>	A feedback on pronunciation B feedback on behaviour C feedback on learning styles
31. A group of students gave oral presentations to the class. Afterwards, the teacher said: <i>You didn't mention your reasons for choosing the topic. You need to include that next time.</i>	A feedback on organization of ideas B feedback on range of language C feedback on content
32. A student wrote in his learner diary: <i>You always ask the same students to answer. It takes me longer to think in English so I never have a chance to answer.</i>	A feedback to the teacher on classroom procedure. B feedback to the teacher on materials and activities. C feedback to the teacher on a specific language problem.

Task 6. For questions **33-38**, look at the following descriptions of assessment activities and three possible terms for each one. Choose the correct option **A, B or C**. Mark the correct letter (**A, B or C**) on your answer sheet.

33. The learners listen to two classmates carrying out a role-play and then give them feedback on their performance.	A a subjective test B teacher assessment C peer assessment
34. The teacher monitors two learners in her class carrying out a role-play. She takes notes on their performance.	A a placement test B informal assessment C a diagnostic test
35. At the end of term the learners look at their written work, select some of it and put it in a folder for the teacher to grade.	A formative assessment B a progress test C a portfolio
36. The learners do a gap-fill exercises for which there is only one answer for each gap.	A an achievement test B an objective test C continuous assessment
37. The learners answer questions guiding them to assess and grade their own compositions.	A an oral test B formal assessment C self-assessment
38. The learners do a test to see how good they are at English in general.	A a written test B a cloze test C a proficiency test

Типовые вопросы к экзамену/зачету/зачету с оценкой:

1. Основные понятия в области оценки и контроля языковых знаний.
2. Подход к оценке достижения планируемых результатов используются в практике обучения
3. Основные изменения в системе оценивания в связи с переходом на ФГОС ВО.
4. Общеввропейской школы оценивания языкового уровня (CEFR).
5. Требования ФГОС ВО РФ в области иностранных языков.
6. Виды оценивания языковых умений (формативное и суммативное).

7. Функции и виды лингводидактического тестирования.
8. Тестовые приемы диагностики и контроля лексико-грамматических знаний.
9. Контроль умений аудирования: контроль понимания на слух основного содержания звучащих текстов монологического и диалогического характера в рамках изучаемых тем; контроль понимания на слух выборочной необходимой информации в объявлениях, информационной рекламе, значимой/запрашиваемой информации из несложных аудио- и видеотекстов; контроль полного понимания текстов монологического и диалогического характера в наиболее типичных ситуациях повседневного и элементарного профессионального общения?
10. Контроль умений чтения: контроль понимания основного содержания сообщений, несложных публикаций научно-познавательного характера, отрывков из произведений художественной литературы; контроль полного и точного понимания информации прагматических текстов, публикаций научно-популярного характера, отрывков из произведений художественной литературы; контроль выборочного понимания необходимой/интересующей информации из текста статьи, проспекта.
11. Контроль сформированности умений письменной речи: критерии оценивания письменных заданий в экзаменах уровня В1, В2, С1; анализ оценивания письменных заданий уровня В1, В2, С1.
12. Требования к умениям устной речи в ФГОС ВО
13. Методика проведения контроля и оценки умений говорения.
14. Критерии оценивания выполнения заданий устной части экзаменов PET, FCE, CAE.