TASDIQLAYMAN
O‘quv-uslubiy boshqarma boshlig‘i
_____ I.Madatov
2025-yil 14-oktabr

Kattaqo‘rg‘on davlat pedagogika instituti Filologiya va ijtimoiy fanlar fakulteti
60110900 - Xorijiy til va adabiyoti: ingliz tili
3-bosqich yo‘nalishi talabalariga 5-semestr uchun
« Ingliz tili o‘qitish va baholashning xalqaro standartlari » fanidan yakuniy nazorat savollari
Imtihon shakli: yozma

Mavzu raqami	1-QISM “OSON SAVOLLAR” deb nomalanadi va semestrda o‘qitilishi rejalashtirilgan mavzularning kirish qismidan asosan nazariy savollardan iborat bo’ladi (tayanch iborasi bo’ladi).	2-QISM “ODDIY SAVOLLAR” deb nomalanadi va semestrda o‘qitilishi rejalashtirilgan mavzularning 1-rejasidan asosan mulohazaviy savollardan iborat bo’ladi (tayanch iborasi bo’ladi).	3-QISM “MURAKKAB SAVOLLAR” deb nomalanadi va semestrda o‘qitilishi rejalashtirilgan mavzularning 2-rejasidan asosan qoidalar, teoremalar, kabi savollardan iborat bo’ladi (tayanch iborasi bo’lmaydi).	4-QISM“MURAKKAB SAVOLLAR 2” deb nomalanadi va semestrda o‘qitilishi rejalashtirilgan mavzularning 3-rejasidan asosan tendensiyalar, paradigmalar, konsepsiyalar kabi savollardan iborat bo’ladi (tayanch iborasi bo’lmaydi).	5-qism “QIYIN SAVOLLAR” deb nomalanadi va semestrda o‘qitilishi rejalashtirilgan mavzularning xulosa yani yakuniy qismidan asosan talabani mustaqil fikrlashga, mavzuni to’liq anglashga yo’naltiradigan savollardan iborat bo’ladi (tayanch iborasi bo’lmaydi).
1.	Define ELT standards in your own words.	What does CEFR stand for?	Compare CEFR and TESOL in terms of their focus.	How does CLIL differ from traditional language teaching approaches?	Evaluate the role of CELTA in shaping global ELT professional practices.
2.	How many CEFR levels are there?	What is the main difference between A1 and C2?	Explain the significance of CEFR descriptors in lesson planning.	How do CEFR levels ensure standardization in international education?	Critically analyze the strengths and limitations of CEFR in assessing speaking skills.
3.	Name four main language skills.	Give one example of a sub-skill in reading.	Explain why sub-skills are important in language teaching.	Compare receptive and productive skills with examples.	Analyze the relationship between fluency, accuracy, and sub-skills development.
4.	Which skills are tested in IELTS?	What does TOEFL primarily assess?	Compare IELTS and PTE in terms of structure and scoring.	How do international tests influence learners’ motivation?	Evaluate the fairness of standardized international tests for non-native speakers.
5.	What does constructive alignment mean?	Who introduced the concept of constructive alignment?	Explain how constructive alignment connects learning outcomes and assessment.	Provide an example of constructive alignment in an ELT classroom.	Critically analyze challenges in applying constructive alignment in large classrooms.
6.	Define formative assessment.	Define summative assessment.	Compare the purposes of formative and summative assessment.	Give examples of formative tools that can prepare learners for summative exams.	Evaluate the impact of balancing formative and summative assessment in ELT.
7.	What is test reliability?	What is test validity?	Explain the difference between reliability and validity with examples.	What is washback and how can it be positive?	Critically assess how negative washback can affect language learning outcomes.
8.	What is a performance-based assessment?	Define a language learning portfolio.	Compare performance-based assessment with traditional testing.	How can portfolios show learner progress more effectively than tests?	Evaluate the long-term benefits and drawbacks of portfolio assessment.
9.	What is a rubric?	What is the role of descriptors in assessment?	Explain how standardized rubrics improve fairness in marking.	Give an example of a descriptor used in CEFR writing assessment.	Critically discuss limitations of rubrics in assessing creativity in speaking/writing.
10.	What does fairness in assessment mean?	Why is ethics important in testing?	How can cultural bias affect test fairness?	Give an example of an unethical testing practice.	Evaluate the challenges of maintaining fairness in large-scale international exams.
11.	Name two digital assessment tools.	Why is Kahoot popular in classrooms?	Compare Quizizz and Edform in terms of assessment features.	Explain how digital assessment tools can provide immediate feedback.	Critically analyze the risks and limitations of digital assessment in ELT.
12.	Who sets the standards for IELTS and TOEFL?	Name one principle of good language testing.	Compare Cambridge and ETS testing principles.	Explain why practicality is important in language testing.	Evaluate how well current language tests follow Cambridge and ETS principles.
13.	What is a test item?	Give an example of a multiple-choice item.	Explain the difference between open-ended and closed test items.	How can poor test items affect test validity?	Design and evaluate one effective test item for listening assessment.
14.	Define task-based assessment.	Define communicative assessment.	Compare task-based and communicative assessments.	Provide an example of a communicative assessment task.	Critically evaluate the effectiveness of task-based assessment in large classes.
15.	What does reflection mean in learning?	Why is review important in teaching?	How can reflection improve teacher effectiveness?	Explain the role of learner self-reflection in assessment.	Critically analyze how review and reflection contribute to lifelong learning.
16.	What does a CEFR self-check help a learner identify?	Define “gap analysis” in language learning.	How can self-checking with CEFR improve learner autonomy?	Explain the process of identifying skill gaps using CEFR descriptors.	Critically evaluate the effectiveness of gap analysis for advanced learners.
17.	What does CEFR provide for describing activities?	Give one example of a CEFR activity descriptor for speaking.	How can CEFR descriptors be used in designing classroom tasks?	Compare receptive and productive activity descriptors in CEFR.	Analyze limitations of CEFR descriptors when applied across cultures.
18.	What is a communicative task?	Give an example of a real-life communicative task.	How do communicative tasks differ from traditional grammar drills?	Explain how communicative tasks develop fluency and accuracy together.	Critically evaluate the challenges of designing communicative tasks for mixed-level groups.
19.	What skill is tested in IELTS Listening?	How many sections are there in IELTS Listening?	Compare listening tasks in IELTS and TOEFL in terms of authenticity.	Explain the importance of question types (MCQs, note completion) in assessing listening.	Critically analyze whether IELTS/TOEFL listening tasks measure real-life listening competence.
20.	What is a formative assessment?	Name one tool used in formative assessment.	Compare quizzes and checklists as formative assessment tools.	How can formative assessments guide lesson planning?	Evaluate the long-term effectiveness of formative assessment in improving learner outcomes.
21.	What does “peer review” mean?	Name one CEFR descriptor for speaking.	Explain how CEFR descriptors can guide peer feedback.	What challenges may learners face in peer-reviewing speaking tasks?	Critically evaluate the reliability of peer assessment compared to teacher assessment.
22.	What is a rubric?	What does a CEFR-based rubric describe?	Compare holistic and analytic rubrics for writing assessment.	Explain how CEFR rubrics help in standardizing writing evaluation.	Critically analyze limitations of CEFR rubrics in creative writing tasks.
23.	What is an assessment tool?	Give one example of a lesson-based assessment tool.	How can lesson-based assessments differ from standardized tests?	Explain how lesson-based assessment ensures constructive alignment.	Evaluate the challenges teachers face when creating lesson-specific assessments.
24.	What does “B1” represent in CEFR?	Give one example of a B1-level speaking task.	Explain how mini test tasks help identify learner weaknesses.	How do B1 tasks differ from A2 and B2 in complexity?	Design and critically evaluate one B1-level mini test task for listening.

25.	What is Quizizz used for?	Name one benefit of using Quizizz in the classroom.	Compare Quizizz with Kahoot as digital quiz platforms.	How can Quizizz provide formative feedback to learners?	Critically assess the role of Quizizz in developing higher-order thinking skills.
26.	What is microteaching?	Why is peer feedback important in microteaching?	How can microteaching improve assessment literacy among teachers?	Compare the effectiveness of peer feedback and supervisor feedback.	Evaluate the impact of microteaching on professional teacher development.
27.	What is meant by “national exam”?	Give one example of a language national exam.	How do national exams differ from international proficiency tests?	Explain how validity and reliability issues appear in national exams.	Critically analyze strengths and weaknesses of one existing national exam in your country.
28.	What is a portfolio in language learning?	Name one component of a portfolio.	How do portfolio templates support learner autonomy?	Compare digital portfolios with paper-based portfolios.	Critically evaluate whether portfolios can replace traditional exams.
29.	What is an assessment plan?	Why is collaboration important in group projects?	Explain the steps in designing an effective assessment plan.	How does group work improve the quality of assessment design?	Critically evaluate challenges in creating assessment plans collaboratively.
30.	What is the purpose of a final presentation?	Why is course wrap-up important for learners?	How can final presentations demonstrate constructive alignment?	Compare reflective learning and final presentations in terms of assessment.	Critically assess how final presentations contribute to lifelong learning.