**SPECIFICATION OF QUALIFICATION EXAM TASKS IN THE SUBJECT OF ENGLISH FOR THE CERTIFICATION OF PEDAGOGICAL STAFF OF PRESCHOOL, PUBLIC GENERAL SECONDARY, AND NON-SCHOOL EDUCATIONAL INSTITUTIONS**

**INTRODUCTION**

When teaching the subject of English, it is necessary to place great emphasis on developing students' creative thinking skills, achieving a high level of speech culture, and enhancing academic potential. Therefore, to educate a well-rounded generation, it is advisable that today’s educators also focus their teaching practices on fostering these skills throughout the educational process. The purpose of the testing process designed to assess the knowledge and competence of teaching staff is precisely to serve this aim. The purpose of this test specification is to define the structure and requirements of the test variants used to determine the level of knowledge of teachers in the English language subject. Additions, modifications, and corrections are made to this document based on the results of piloting.

1. **Types of test tasks for assessing knowledge and skills in the English language subject**

The test tasks are designed to assess the knowledge, skills, and competencies that subject-specialist English teachers should possess.

1. **Content areas of the English language covered in the test assessment**

In assessing teachers’ knowledge of the English language - including grammar and lexical rules, their usage, sentence structures, and common mistakes - the test tasks are based on materials from grades 5 to 11 of the general secondary school English curriculum and relevant qualification requirements. The following content areas of English language are covered in the test:

1. Phonetics
2. Morphology
3. Syntax
4. Pragmatics
5. Sociolinguistics
6. Lexis (Vocabulary)
7. Reading comprehension skills

Reading for general understanding

Reading for detailed information

1. Pedagogical competence

***Note 1:*** *These content areas of the English language are presented based on the national standards for English as a subject in general education schools. They are further clarified and broken down into several subtopics in accordance with the current English curriculum and qualification requirements and will be included in the codifier.*

1. **Knowledge areas and requerements assessed in the English language:**

| **#** | **Knowledge areas** | **Requirements** |
| --- | --- | --- |
| **1** | **Phonetic and Orthographic** | Differentiating segmental features (individual sounds) in words, suprasegmental features (stress, rhythm, intonation) in extended speech and identifying word stress patterns in multisyllabic words to ensure accurate pronunciation.  |
| **2** | **Morphology** | Analyzing how word forms change to express grammatical meanings such as tense, number, gender, case, or degree and identifying types of morphemes (roots, prefixes, suffixes), inflectional and derivational affixes, and recognizing patterns of word formation that contribute to the vocabulary system of a language. |
| **3** | **Syntax** | Analyzing how sentence elements such as subjects, predicates, objects, complements, and modifiers function and relate to each other within different sentence structures (simple, compound, complex, compound-complex) and identifying grammatical patterns, understanding word order, the use of conjunctions, agreement between sentence parts (such as subject-verb agreement), and how syntactic structures affect meaning, clarity, and communicative purpose. |
| **4** | **Pragmatics** | Analyzing how speakers use language in social interactions, taking into account factors like tone, intention, shared knowledge, cultural norms, and the relationship between speakers and identifying how meaning can be shaped by implicature, politeness strategies, speech acts (e.g., requests, promises, apologies), and how listeners interpret indirect language, implied meanings, or figurative expressions depending on the situation. |
| **5** | **Sociolinguistics** | Analyzing the relationship between language and society, and how social factors such as age, gender, ethnicity, region, social class, and context influence the way language is used and interpreted, language variation (dialects, sociolects, idiolects), code-switching, and the impact of social identity, group membership, and cultural norms on speech patterns; Identifying how language reflects and reinforces social structures, exploring topics such as language and power, language attitudes, multilingualism, and the role of language in social interaction and communication across communities. |
| **6** | **Lexis** | Studying the vocabulary of a language, including the meaning, use, and classification of words and multi-word units in different contexts and registers; Analyzing lexical relationships such as synonymy, antonymy, hyponymy, collocation, and polysemy, as well as how words form lexical fields and semantic networks;Identifying how vocabulary is acquired, organized, and expanded, including the role of frequency, connotation, word formation processes (e.g., compounding, derivation), and the influence of cultural and social factors on lexical choice. |
| **7** | **Reading comprehension skills** | Developing the ability to understand, interpret, and evaluate written texts by using a range of cognitive and linguistic strategies;Analyzing texts to identify main ideas, supporting details, text organization, tone, author’s purpose, and point of view, while also understanding explicit information and making inferences based on context; Recognizing different text types (narrative, descriptive, argumentative, expository), understanding vocabulary in context, identifying referencing devices (like pronouns or connectors), and applying critical thinking to assess meaning, bias, and credibility. |
| **8** | **Pedagogical competence** | Developing the ability to design, implement, and evaluate effective teaching and learning processes by applying a range of instructional, managerial, and reflective strategies;Organizing and delivering lessons to achieve learning objectives, fostering student engagement, motivation, and autonomy, while also addressing diverse learning needs and contexts; Recognizing different teaching methods (lecture, discussion, collaborative learning, problem-based learning), applying classroom management techniques, integrating assessment and feedback, using educational technologies effectively, and reflecting critically on teaching practices to improve quality, inclusivity, and learner outcomes. |

1. **Assessment of teachers’ cognitive competencies based on the English language test**

In the assessment of knowledge in the subject of English, the following types of cognitive activities of teachers are evaluated through test tasks:

1. Remembering and Understanding
2. Applying
3. Analysing
4. **Types of test tasks in the English language certification exam for assessing teachers’ knowledge and skills**

To assess teachers' knowledge and skills in the English language, the certification test for teaching staff may include the following types of test tasks:

* Closed test with four content-related options and one correct answer – Y-1
* Closed test with multiple correct answers – Y-2
* Closed test based on matching related content – Y-3
* Closed test based on arranging items in a logical sequence – Y-4
* Closed test for application of content in “yes/no” or “true/false” format – Y-5

***Note 2:*** *Some test types may be temporarily substituted due to technical limitations.*

1. **Specification of the certification test for assessing teachers’ knowledge and skills in the English language**

| № | **Knowledge area** | **Requirements** | **Number of tasks** | **Type of cognitive activity assessed** | **Type of tests** |
| --- | --- | --- | --- | --- | --- |
| **1** | **PHONETIC AND ORTHOGRAPHIC** | Principles of English spelling, speech sounds: vowels and consonants; stress, syllables, and intonation, phonetic transcription, articulation of sounds., phonetic and phonological contrast, classification of speech sounds. | 4 | Knowing  | Y1 |
| Knowing | Y1 |
| Knowing | Y1 |
| Knowing | Y1 |
| **2** | **MORPHOLOGY** | Basic components; free vs. bound morphemes; word formation; morphological processes; grammatical categories; morphological typology; morphological analysis | 4 | Knowing | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| **3** | **SYNTAX** | Basic elements; parts of speech in sentences; phrase structure; word order; sentence types; clauses: independent and dependent clauses; basic syntactic trees | 4 | Applying | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| **4** | **PRAGMATICS** | Speech Acts; Implicature; Presupposition; Deixis; Context and Meaning; Politeness and face theory; Conversational Structure; Pragmatic competence; Cross-cultural pragmatics; Discourse and pragmatics | 4 | Applying | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| **5** | **SOCIOLINGUISTICS** | Language and Society; Dialects and language varieties; Multilingualism and code-switching; Language and identity; Language change; Language and gender; Language and power; Language attitudes; Language planning and policy; Sociolinguistic competence | 4 | Applying | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| **6** | **LEXIS** | Word formation processes; Lexical semantics; Collocations; Idiomatic language; Lexical fields and semantic fields; Register and style; Lexical borrowing; Neologisms and technological influence; Lexical variation and change; Dictionaries and corpus use  | 6 | Applying | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| **7** | **READING COMPREHENSION SKILLS** | Skimming; Scanning; Reading for Gist; Reading for Detail; Identifying Main Ideas; Recognizing Supporting Details; Making Inferences; Predicting Outcomes; Understanding Vocabulary in Context; Recognizing Organizational Patterns; Understanding Text Cohesion; Analyzing Author’s Purpose, Attitude, or Tone Detecting; Distinguishing Fact from Opinion; Summarizing; Critical Reading | 9 | Applying | Y1 |
| Applying | Y1 |
| Analyzing | Y1 |
| Applying | Y1 |
| Analyzing | Y1 |
| Analyzing | Y1 |
| Applying | Y1 |
| Analyzing | Y1 |
| Analyzing | Y1 |
| **8** | **PEDAGOGICAL COMPETENCE**  | Lesson design and planning, Instructional strategies, Classroom management, Assessment and feedback, Integration of technology and resources, Reflective and professional practice, Inclusive and ethical practice.  | 10 | Knowing | Y1 |
| Knowing | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| Applying | Y1 |
| Analyzing | Y1 |
| Analyzing | Y1 |
| Analyzing | Y1 |
| **Total:** | **45** |

***Note 3****: Based on the results of pilot testing and scientifically grounded analysis, relevant adjustments are made to the test indicators mentioned above (such as the number and type of test items, level of difficulty, etc.).*

1. **Comparative indicators of the test sections for assessing knowledge and skills in the English language subject**

| **Test sections** | **Content areas** | **Number of tasks** | **Allocated time** | **Allocated score**  | **Cognitive activity type** |
| --- | --- | --- | --- | --- | --- |
| Assessment of the teacher’s general English language proficiency | I-VII | 45 | 90 | 90 | Remembering and understanding - 7Applying - 30Analysing - 8 |

1. **Codifier for English language test tasks for teacher certification**

| **Knowledge area code** | **Assessing content element code** | **Content element assessed in the test** |
| --- | --- | --- |
| **I** | **PHONETIC AND ORTHOGRAPHIC** |
|  | 1.1 | Classification of English speech sounds: vowels and consonants; Phonemes and allophones; Articulatory phonetics: manner and place of articulation; English spelling conventions and irregularities; Spelling rules and patterns (e.g., doubling consonants, silent letters) |
| 1.2 | Suprasegmental features: stress, rhythm, and intonation; Connected speech phenomena: assimilation, elision, linking, intrusion; Common spelling errors and strategies for correction; Word formation and spelling (prefixes, suffixes, compound words) |
| 1.3 | Phonetic transcription (IPA – International Phonetic Alphabet); Syllable structure and phonotactics; Homophones, homographs, and heteronyms; Capitalization and punctuation rules; Abbreviations and acronyms |
| 1.4 | Accent variation and regional pronunciation (e.g., British vs. American); Pronunciation and intelligibility; Influence of loanwords and etymology on spelling; Differences between British and American spelling |
| **II** | **MORPHOLOGY** |
|  | 2.1 | Free, bound, derivational, inflectional, lexical, grammatical; Prefixation, suffixation, meaning and word class changes; Affixation rules position (prefix / suffix / infix / circumfix), productivity, recursive use; Inflectional morphology: marking tense, number, aspect, person, mood, case, gender |
| 2.2 | Compounding, blending, clipping, acronyms, backformation, reduplication, conversion; Morpheme boundaries and allomorphs: identifying morpheme variants (e.g., -s in cats, dogs, horses); Word Class Identification: noun, verb, adjective, adverb markers |
| 2.3 | Morphological parsing techniques for segmenting words into morphemes; Morphological typology: fusional, agglutinative, polysynthetic, isolating languages; Lexical vs. functional morphemes: content vs. grammatical words |
| 2.4 | Productivity and constraints: when and how new words can be formed (rules and exceptions); Irregular morphology: irregular plurals, past tense forms, suppletion (e.g., go → went) |
| **III** | **SYNTAX** |
| 3.1 | Key elements to codify; X-bar theory, NP → (Det) + N, VP → V + (NP), etc.; Substitution, movement, coordination; Noun Phrase (NP), Verb Phrase (VP), Adjective Phrase (AdjP), Adverb Phrase (AdvP), PP; Main/Independent, Subordinate/Dependent, Relative, Adverbial, Noun clauses |
| 3.2 | Interrogative, declarative, imperative, exclamatory sentences; Word Order Variations: SVO, SOV, VSO, VOS, OSV, OVS; Subject-verb, noun-pronoun, tense, number, gender agreement; Subject, object, complement, adjunct relation; Subordination and Coordination: use of conjunctions, relative pronouns, etc. |
| 3.3 | Embedded and complex sentences: clause within a clause, e.g., "I think that he knows."; Passivization, question formation, topicalization; Structural and lexical ambiguity |
|  | 3.4 | Binding theory (advanced) principles A, B, and C; reflexives, pronouns, referential expressions; Wh-fronting, do-support, subject-aux inversion; Placement of not, auxiliary verbs, negation scope |
| **IV** | **PRAGMATICS** |
|  | 4.1 | Types of speech acts: assertives, directives, commissives, expressives, declarations; Types of implicature: conventional vs. Conversational; Presupposition triggers: factive verbs, cleft sentences, change-of-state verbs |
|  | 4.2 | Deictic expressions: person, time, place, discourse, and social deixis; Politeness strategies: positive/negative face, off-record/on-record, Brown & Levinson theory; Contextual meaning: co-text, physical context, epistemic context, social context; Turn-taking and adjacency pairs: openings, closings, repair mechanisms |
|  | 4.3 | Indirectness and inference: understanding implied meaning in interaction; Speech accommodation: convergence and divergence in interaction; Cultural pragmatics: norms in different cultures, pragmatic failures |
|  | 4.4 | Pragmatic markers: discourse markers like "well", "you know", "actually", etc.; Irony, sarcasm, and humor: pragmatic mechanisms behind non-literal meanings; Pragmatic development in SLA: How learners acquire pragmatic skills in a second language |
| **V** | **SOCIOLINGVISTICS** |
|  | 5.1 | Types of Language Varieties; Standard and Non-Standard Varieties; Code-Switching; Diglossia: High and Low varieties, functional compartmentalization; Language Contact; Speech Communities |
|  | 5.2 | Social factors in language use; Accent and pronunciation; Language and gender; Language and ethnicity; Language shift and maintenance; Language policy and planning; Linguistic landscape; Accommodation theory: Convergence and divergence in social interaction |
|  | 5.3 | Ethnography of Communication; Sociolinguistic variables; Language ideologies; Identity construction; Multilingual education; Attitude measurement. |
| **VI** | **LEXIS** |
|  | 6.1 | Derivation, compounding, blending, clipping, acronyms, back-formation, conversion; polysemy, homonymy, synonymy, antonymy, hyponymy, meronymy |
|  | 6.2 | Fixed expressions, restricted collocations, habitual word pairings; idioms, phrasal verbs, figurative meaning; semantic networks, thematic groups of vocabulary |
|  | 6.3 | Formal vs. informal lexis, jargon, slang, dialectal vocabulary; loanwords, calques, internationalisms |
|  | 6.4 | Coining new words, tech-influenced vocabulary; diachronic change, sociolinguistic variation; lexicography, using corpora for lexical study |
| **VII** | **READING COMPREHENSION SKILLS** |
| 7.1 | Looking for specific information (e.g., dates, names, numbers); Understanding the general meaning of a passage; Close reading to extract all relevant information; Distinguishing the key message or argument from examples or support; Identifying evidence or elaboration for the main ideas; Reading between the lines; drawing conclusions not directly stated |
| 7.2 | Anticipating what might happen next based on context; Using clues in the sentence to understand unfamiliar words; Chronological, cause-effect, problem-solution, comparison-contrast; Reference words (e.g., pronouns), linkers, transitional signals; Persuasive intent, neutrality, bias, humor, etc.; Identifying subjective vs. objective statements; Condensing content into a brief overview; Evaluating the logic, credibility, and argumentation of a text |
| **VIII** | **PEDAGOGICAL COMPETENCE**  |
|  | 8.1 | Lesson planning; Setting learning objectives; Selecting teaching methods; Differentiating instruction; Managing classroom environment; Organizing time and resources; Facilitating active learning; Encouraging student engagement; Using questioning techniques.  |
|  | 8.2 | Applying classroom management strategies; Designing formative and summative assessments; Providing constructive feedback; Integrating technology in teaching; Adapting materials and resources. |
|  | 8.3 | Supporting inclusive education; Addressing diverse learning needs; Promoting collaboration and teamwork; Reflecting on teaching practices; Engaging in professional development; Upholding educational ethics and responsibility. |

1. **Assessment criteria for the Subject of English language**

Each type of test is assessed based on different criteria.

a) If the selected answer is correct – 2 points;

b) If the selected answer is incorrect – 0 points.

**List of recommended literature**

1. Susannah Reed, Kay Bentley. (2021) "Guess What Student's book - 5" Cambridge University Press
2. Susannah Reed, Kay Bentley. (2021) "Guess What Student's book - 6" Cambridge University Press
3. Joanna Kosta, Melanie Williams. (2021) "Prepare Grade 7" Cambridge University Press
4. Joanna Kosta, Melanie Williams. (2021) "Prepare Grade 8" Cambridge University Press
5. Joanna Kosta, Melanie Williams. (2021) "Prepare Grade 9" Cambridge University Press
6. James Styring, Nicholas Tims. (2021) "Prepare Grade 10" Cambridge University Press
7. Niki Joseph Helen Chilton. (2021) "Prepare Grade 11" Cambridge University Press
8. Murphy, R. (2019 English Grammar in Use (5th ed.). Cambridge University Press
9. Hewings, M. (1999) Advanced Grammar in Use. Cambridge University Press.
10. Swan, M. (2017) Practical English Usage. Oxford University Press
11. Azar, B. S. (2009) Understanding and Using English Grammar. Pearson Education
12. Eastwood, J. (2002) Oxford Practice Grammar series. Oxford University Press
13. Cambridge English Vocabulary in Use series. Redman, S. Cambridge University Press – 2017.
14. MyGrammarLab – Advanced C1/C2. (2012) Pearson Education Limited, ISBN: 9781408299111 (with key); ISBN: 9781408299128 (without key); ISBN: 9781408299289 Class audio CDs.
15. Mary Spratt, Alan Pulverness, Melanie Williams. The TKT (Teaching Knowledge Test) course module 1, 2, 3 – (Second edition).
16. Scott Thornbury, Peter Watkins. The CELTA (Certificate in English Language Teaching to Adults) –Trainer’s manual and trainee’s manual
17. An encyclopaedia of language edited by N.E.Collinge ISBN 0-415-02064-6 (Print Edition), 1. Language and languages. 2. Linguistics. I. Collinge, N.E. ISBN 0-203-40361-4 Master e-book ISBN; ISBN 0-203-71185-8 (Adobe eReader Format).
18. Learn\_hot\_English\_magazines, The number-one magazine for learning and teaching English! [www.learnhotenglish.com](http://www.learnhotenglish.com).
19. Jim Scrivener (2012), Classroom Management Techniques. Cambridge handbooks for language teachers, Cambridge University Press
20. Alan Maley and Nik Peachey (2015), Creativity in the English language classroom, [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)
21. Mary Spratt, Alan Pulverness and Melanie Williams (2011), The Teaching Knowledge Test course module 1, 2 and 3, Cambridge University Press
22. Jim Scrivener, Learning Teaching, A guidebook for English language teachers second edition, Macmillan books for Teachers