

**UNIVERSITY OF BELGRADE
FACULTY OF PHILOLOGY**

REPORT ON DOCTORAL DISSERTATION ASSESSMENT

I INFORMATION CONCERNING THE COMMISSION

1. The date and the authority which appointed a commission:

Pursuant to Article 127 of the Statute of the Faculty of Philology, University of Belgrade and to Article 128 of the Law on Higher Education, Academic Council at its meeting held on 16 November 2017, made a decision to form a committee for the defense of doctoral thesis

2. Committee members with a note of first and last names of each member, occupation, elected position in the field of academic expertise, date of election and the name of the faculty, the institution in which a member of the Commission is employed:

JulijanaVučo, PhD Full Professor, the Italian language, 14th July 2010. University of Belgrade, Faculty of Philology, mentor

JelenaFilipović, PhD Full Professor, the Spanish language, 30th December 2010, University of Belgrade, Faculty of Philology, commission member

António Lopes, PhD Adjunct Professor, the English language, 28 November 2006, University of Algarve, Faro, commission member

II INFORMATION OF THE CANDIDATE

1. Name, name of a parent, surname:

Danijela, Ljubiša, Manić

2. Date and place of birth (community, city, country):

29.06.1973. Užice, Srbija

3. Date of defense, the city and the title of the master work:

„Simplifying the English Language of Aircraft Maintenance Technicians“, 2010, mentor Boris Hlebec PhD, Faculty of Philology, University of Belgrade.

4. The academic expertise in which the academic title of Master of Science has been acquired:

Applied linguistics (Methodology of teaching), English language

5. Academic title:

Master of English Language and Literature

III TITLE OF DOCTORAL THESIS:

“EVALUATION AND ASSESSMENT OF TASK-BASED ACTIVITIES IN CLIL“

IV REVIEW OF DOCTORAL THESIS:

Doctoral dissertation of the candidate Danijela Manić “EVALUATION AND ASSESSMENT OF TASK-BASED ACTIVITIES IN CLIL “comprises of 313 pages. The dissertation consists of 9 parts and is followed by 227 bibliography items, tables and appendices.

In the first part of the thesis, candidate Manic introduces the subject of scientific research, aims and hypotheses and expected results. She presents the work plan and methodology of research.

In the second part of the thesis, Danijela Manic introduces the principles of modern educational policy and foreign language learning policy, which promote the importance of foreign language learning, the role of the English language as lingua franca in designing language educational policy in Europe, CLIL (Content and Language Integrated Learning) as appropriate way of creating a multilingual environment in Europe. The candidate then refers to the main features of the CLIL (Content and Language Integrated Learning) approach as well as the methods and techniques of teaching in this form of teaching, and CLIL teacher competences. New forms of bilingual classes that are currently represented in Europe. New forms of bilingual classes that are currently represented in Europe were presented in this work.

In the third part, TBLT is clarified through different definitions explaining what exactly the term 'task' means and characteristics of the task (expected outcomes of the task, subject, cognitive complexity, type of information to be exchanged in the task, discourse) (Long, 1985; Crookes, 1986; Prabhu, 1987; Skehan, 1996; Ellis, 2003; Nunan, 2004; Van den Branden, 2006; Samud&Bygata, 2008). In this chapter, candidate Manic classifies tasks, as pedagogical (Willis, 1996) and cognitive (Prabhu, 1987). The relevance of an integrated approach in CLIL is clarified, especially where it is necessary to move the focus on meaning to focus on form (Bonces & Bonces, 2010). Although this teaching approach is suitable in ESP where the focus is on meaning (Ellis, 2003), linguistic form must not be neglected. By moving the focus to meaning and putting grammatical correctness in the background, student generally communicates successfully, but if the teacher does not correct errors, it comes easily to fossilization - which prevents student to reach higher linguistic levels (Cook, 2003). Therefore, this chapter combines the elements of CLIL and TBLT approach and what they have in common. In this chapter, the candidate presents models and frameworks of tasks used in TBLT, in which each task has three cycles, regardless of whether it is Ellis's (2003) or Willis' framework (1996). The candidate introduces the possibility of using ICT in performing tasks. Intercultural values of TBLT tasks are presented with the aim of achieving intercultural competences.

In the fourth chapter the candidate presents the development of bilingual education in Serbia and the problems and challenges that have occurred in a given period, factual factors that should be paid attention to when introducing bilingual teaching in the school educational system, especially

in the secondary (vocational) schools, problems and challenges relating to curriculum and selection of teaching materials necessary for the work, the role and competences of teachers working in CLIL classroom and their professional development. In the case of the Aviation Academy, secondary vocational schools in Belgrade, the candidate presents the method of preparation of schools, teaching staff and teaching materials necessary to enter this type of instruction.

The fifth part of the work deals with terminological differentiation of terms assessment and term evaluation in the educational process in general (Dickins & Germaine, 1992). The basic objectives and functions of assessment and types of assessment (formal / informal, formative / summative, holistic / analytical) are defined in the paper, of which the research starts.

Problems of assessment in CLIL are discussed in chapter six. The basic concerns relate to whether teachers should assess content knowledge and language competences separately or together. Appropriate assessment model has not been yet submitted. In this paper few previous studies are presented (Short, 1993; Poisel, 2007; Coyle *et al.*, 2010; Hoenig, 2010; Wever, 2013) but none of these offer appropriate overall model. The candidate points out that European CLIL puts emphasis on the assessment of content, but linguistic correctness and linguistic errors must be taken into account. The first step is the assessment of content (Coyle *et al.*, 2010:115). While assessing the content, it is necessary to determine what the focus of assessment is (factual knowledge or details) and how to get certain information (*ibid.*:116). Students should be familiar with the evaluation criteria, as well, which is later proved in the work as a good basis for the implementation of self-assessment and checklist. The same goals are applied when assessing language, taking into account the knowledge of vocabulary, level of language skills necessary for understanding and knowledge of linguistic structures that the student is able to form. This chapter shows the difference between exercises and tasks, thus the difference in assessment. Traditional forms of assessment, where the assessment is done by points and correct answers, are not suitable for CLIL classes. Measuring the results through tasks is the basis of TBLT, and it indicates a realistic assessment of the activities that people perform in specific work areas. In this case, it is the authentic assessment which is the confirmation that the students are capable of applying their knowledge in everyday life (Wiggins, 1998).

In the seventh chapter the candidate shows peculiarities of ESP teaching in general, and particularly in the case of the Aviation Academy in Belgrade. After examining the curriculum ESP lessons have been presented, as well as the need for the differentiation of ESP and GE. Types of the students' motivation for learning ESP and GE, based on research conducted at the Aviation Academy in 2012-13. school year, are shown. The candidate presents requirements relating to language skills for pilots. Due to the specific language characteristics of Aviation English as well as the methodology of teaching students, additional alternative ways of assessment in the Aviation Academy and TBLT tasks used in ESP teaching, are considered. Since it is advisable to use authentic materials in CLIL (Hunter & Cooke, 2007; Moore & Lorenzo, 2007; Coyle *et al.*, 2010), tasks, used in language teaching have been analysed. The presented tasks are used for research purposes of evaluating students.

The eighth part of the work includes the research conducted in the Aviation Academy, applying quantitative and qualitative methods. For the purposes of this research three questionnaires are used among students and teachers as well as an interview, and a descriptive analysis of the results on the attitudes and motivation is done regarding the introduction of new assessing methods as well as determining the functionality of the same.

The first survey has been conducted among students referring to the attitudes and motivation in ESP learning and assessment with elements of CLIL / TBLT methods as to confirm the first hypothesis that students are more motivated to study and learn when the assessment is done through tasks.

The second part of the research refers to the analysis of the results on the students' attitudes and motivation for TBLT task application in ESP and its assessment.

The third part of the research refers to the analysis of the results on the teachers' attitudes and motivation for alternative assessment of TBLT in ESP.

Within the framework of this doctoral thesis the candidate presents the results obtained by comparing the grades obtained in the tasks evaluation process with the use of rubrics that language teachers and content teachers use for the purpose of confirmation of the hypothesis about the reliability of assessing language skills and the level of adoption of content, facilitation of the assessment process and uniformity of criteria.

In the ninth part of the work, the candidate offers defined rubrics and descriptors for TBLT tasks evaluation in CLIL classroom.

Doctoral dissertation "EVALUATION AND ASSESSMENT OF TASK-BASED ACTIVITIES IN CLIL" has several aims.

The first aim of the research relates to developing a model of CLIL teaching based on the principles of TBLT, one of the models for the introduction of CLIL methods in secondary vocational schools in Serbia.

The second aim involves developing the models of alternative ways of evaluating tasks based on the use of rubrics, self-evaluation, and peer evaluation.

The third aim is the development of descriptors that would be used in the evaluation of tasks in CLIL.

During the research the candidate verifies the following hypothesis:

1. tasks assessment in CLIL context motivates students to work and study in contrast to the traditional way of assessment using tests and oral exams
2. alternative methods of evaluation (self-evaluation, peer evaluation) contribute to the transparency of assessment, motivate students and encourage them to work harder, make students confident and raise awareness of the learning and assessment;
3. the use of rubrics based on integrated language and content outcomes will facilitate the evaluation process, contribute to uniformity of assessment criteria and reliability of both the assessment and assessors (language teachers and content teachers).

V EVALUATION OF CERTAIN PARTS OF DOCTORAL THESIS:

The starting point of the work is based on the language policy that promotes awareness of the importance of foreign language skills (*White Book-Teaching and Learning: Towards the Learning Society*). If we look at foreign languages in the educational context, it is necessary to examine the teaching process from the very beginning, from the creation of the syllabus by the selection of teaching methods to be applied in the classroom, to the ultimate goal, the assessment of achievement of the outcome of the educational process, including their evaluation and assessment.

The aim of this study was to create a model of teaching foreign languages (CLIL and TBLT teaching methods) and develop models of alternative ways of assessment (self-assessment and peer assessment) with the help of descriptors and assessment of alternative instruments, which would be used in the evaluation of progress made in implementing the outcomes of foreign language teaching

Content and Language Integrated Learning is a dual-focused educational approach in which an additional language is used as a medium of instruction for the learning and teaching of both content and language. Vehicular language is mainly a foreign language, but it can be another language or form of inherited language or language of a community (Coyle *et.al.*, 2010). Van de Branden (Van de Branden, 2006) considers that the aim of this teaching method with focus on the meaning is learning subject and language at the same time. Considering the fact that CLIL lesson has focus on the meaning, an indispensable part of this work relates to the use of TBLT, which also contains the basic principle of CLIL teaching, focus on meaning. In addition to focus on meaning, not on the form, CLIL enables that the language used in the classroom has its own purpose, language learning is natural and the amount of exposure to the target language is much higher than on traditional class (Dalton-Puffer, 2008). Ball (Ball, 2009) distinguish three types of CLIL: hard, weak and mean approach. The fundamental difference is that strong CLIL is content-driven approach, which is focused on the thematic material in the evaluation, unlike the weak CLIL, which is language-driven approach (the candidate focuses on the example of Aviation English lessons in the Aviation Academy), which focuses on the linguistic segment in the evaluation process, while mean CLIL is closer to weak CLIL and usually has a focus on the language. The main characteristic of the CLIL approach is a dual-focused educational approach where two components must be taken into account while assessing, the language and the content, and it represents the educational approach in which the content of the curriculum is taught in a foreign language to students belonging to some form of regular education in primary, secondary or tertiary level (Mehisto, Marsh & Frigols, 2008 in Beko, 2013). Lesca (2012: 4) points out the advantages of CLIL classes, which are reflected in the methods and techniques: multi-focus, which involves the integration of content in the context of linguistic and non-linguistic objects through authentic teaching materials, active learning, where the student has a central role, authentic environment and cooperation between teachers in lesson planning. It is necessary to point out clearly defined competencies of CLIL teachers, in terms of CLIL methodology, differentiation of Cummin's BICS and CALP skills, application of Bloom's taxonomy and scaffolding, lesson planning and teaching in order to achieve an appropriate level of language, development of cultural and intercultural awareness, and knowledge of L2 adoption as well as knowledge of cognitive and metacognitive processes and strategies in CLIL (Hillyard, 2011 in Banegas, 2012).

Similarly to TBLT approach, CLIL uses tasks in practice. The aim of the use of language in the task refers to the focus on meaning, and the use of language in the context is emphasized,

considering that the task requires the students to participate as language users since they use the same communicative processes involved in real life activity, and so language learning is accidental (Ellis, 2003:16). Comparing the basic principles of the CLIL approach, similarities and matching may be observed with TBLT communicative approach in foreign language teaching, with a focus on meaning (Ellis, 2003; Nunan, 2004; Samuda&Bygate, 2008; Van den Branden, 2006). TBLT approach enables successful adoption of a foreign language that takes place subconsciously and consciously learning grammar is not necessary (Nunan, 2004). The core of TBLT is in a task which represents “what people do in everyday life, at work, at play, and in between” (Long 1985), activity with specified objective (Crookes 1986) requiring students to “arrive to an outcome from given information through some process of thought” (Prabhu 1987). Such task involves learners in “comprehending, manipulating, producing, or interacting in the target language” (Nuan, 1989) where meaning is primary (Skehan, 1996a), i.e. learners use language with emphasis on meaning, to attain an objective (Bygate, et.al. 2001). Learners learn language structures by interacting communicatively while engaged in the tasks focusing on task completion and meaning. TBLT facilitates second language acquisition and makes L2 learning and teaching more effective. Students learn more effectively when their mind is occupied with a concrete task (Prabhu, 1987) offering besides concentration on language, its structure, functions or vocabulary also other practical experience (fulfilling tasks with problem-solving elements, making decisions, etc.). Students communicate in the target language and use wide range of language items. Language is used for attaining successful communication in real-life communicative situations. In TBLT students are more active than in traditional teaching, but it requires greater involvement of teachers. There is a relationship between students and teachers that allows functional communication between all participants in a task. The teacher supports and assists student in all task activities. Teacher manages the task, but in a way that the student has plenty of space to organize the task by himself. The task is characterized by the following: this is a work plan, language is used with a focus on meaning, in the real world activities, activating all four language skills, with distinct cognitive processes and clearly defined communicative outcomes (Ellis, 2003:9). Regarding the fact that the basis of CLIL and TBLT methods is a task that allows the communicative context of language learning (Richards, Platt & Weber, 1985), the task should be planned, outcomes cleared to students, and lessons should be student-centred, not teacher-centred. One of the important characteristics of the task is its complexity, which is measured through code complexity, cognitive complexity and communicative stress (Skehan, 1998 in Nunan, 2004). Other aspects through which one can see the difficulty of the task are precision, complexity and fluency (Skehan& Foster, 1996, 1997 in Nunan, 2004). Starting from all the above characteristics of the task, its evaluation can be carried out in order to obtain feedback for the purpose of designing and applying task in different educational contexts.

In order to plan successfully CLIL and TBLT teaching, teachers should have common goals that will be applied in foreign language and non-linguistic courses (Coyle *et al.*, 2010). The language triptych shows the role of language presented through the relationship of language and non-linguistic subject (Coyle, 2000, 2002, 2007). CLIL language has three roles: language of learning, language for learning and language as learning. In parallel with the role of language in CLIL, there are three roles of assessment: assessment of learning (which consists of tests and exams, which are taken at the end of training modules or school year to check the progress being made through the syllabus), assessment for learning (that is formative because it aims to plan better and more effective teaching and learning, and this assessment includes continuous monitoring of the progress of both the students and teachers) and assessment as learning (which

increases awareness of the learning process and is carried out using alternative ways of assessment) (Brigs *et.al.*, 2008 in Barbero, T., 2012). Since the basis of this work is the problem of evaluating the CLIL and TBLT approach, it is necessary to make a terminological distinction between evaluation and assessment, and then consider the assessment methods in practice. Evaluation is an integral part of teaching and learning and is very important for teachers because it provides them with a wealth of information on how to perform tasks in the future in the classroom, how to plan lessons and how to manage tasks and students (Rea-Dickins & Germaine, 1992:4). Assessment is the process of measuring the level of acquired knowledge, understanding and skills acquired based on defined criteria (Bjekić and Papić, 2005). Due to the complexity of the evaluation process, especially in the TBLT and CLIL context, where the basic question is what to assess (knowledge of the content and / or linguistic competence), candidate Manić comes to the conclusion that the traditional methods of assessment (written and oral knowledge testing) does not cover the requirements of evaluation placed before teachers and students. For this purpose, it is necessary to introduce and trial new assessment strategies (self-assessment, peer assessment). Self-assessment serves to monitor and evaluate the students progress in learning. They also take responsibility for their own learning, participate in the formation of the evaluation criteria, learn from the evaluation process and learn more effectively (Bjekić and Papić, 2005). Peer evaluation is effective in acquiring knowledge and skills. That type of evaluation reduces boredom, improves concentration and motivation and increases confidence in the assessment process.

The first step in assessment is content assessment (Coyle *et.al.*, 2010:114–121). In content evaluating the teachers need to have a clear idea of what is the focus of assessment (factual knowledge or details) and know how to obtain certain information. Language assessment should also have the same goals. CLIL teachers should pay attention to the knowledge of vocabulary, level of language skills necessary for understanding and linguistic structures that student is able to make. The most commonly discussed ways of CLIL assessments are self-assessment and peer assessment (Brown & Hudson, 1998; Short, 1993; Coyle *et.al.*, 2010), therefore, all forms of alternative assessment.

After examining the Regulations on the evaluation of students in secondary education (2015), the candidate has noted that it clearly defines the purpose and principles of evaluation as an integral part of teaching and learning process, during which "it is followed by the achievement of specified goals, outcomes, standards of students' achievements and qualifications standards, as well as the students' progress in developing competencies in the course of mastering the curriculum". Assessment aims to develop the students' active attitude towards learning, to foster motivation to learn and develop working habits (*ibid.*). The candidate concludes that the application of assessment based on competency in vocational schools include: the tasks associated with the context, assessment of knowledge and skills and the use of different instruments and methods of evaluation. One method of competence-based assessment is assessment of authentic tasks. In establishing this type of assessment it is important: to develop authentic tasks, establish a set of standards, determine the criteria to determine the descriptors of competences and make the table of results that would be adapted to any performance (Maggi, 2012 in Quartapelle, 2012). According to Barbero (2012), the most appropriate instruments for integrated evaluation competencies through authentic tasks are rubrics. They define what students know and what they can do; consist of descriptors and columns, with the characteristics of performance to be assessed; provide feedback to teachers and students; evaluate objectively. Candidate Manić points to two types of rubrics: holistic and analytic. Holistic rubrics assess

outcomes as a whole and describe the activity of the various qualitative levels, each with the appropriate grade. Analytic rubrics have certain criteria and use summative or formative assessment at various levels. A greater degree of feedback is expressed than in holistic rubrics. This type of assessment provides insight into a comprehensive profile of students.

Candidate Danijela Manić has conducted all research within the framework of ESP syllabus in the Aviation Academy. She has presented the characteristics of ESP and CLIL used for the purpose of training pilots in the Aviation Academy. She has demonstrated the use of ICAO descriptors in Aviation English Proficiency Test for Pilots, whereas the communicative abilities of candidates are checked (speaking and listening) through authentic tasks performed by the pilots, but with a special emphasis on language rather than on operational procedures (ICAO Cir 318, 2009:8–9,15).

On the basis of experience gained from the research of theoretical literature, candidate Manić has concluded that the foreign language teaching practices in the Aviation Academy are designed on the principles of CLIL and TBLT methods. In ESP, the language is used for the communicative purposes, the student is in the centre of a lesson, the authentic texts and activities related to the "real world" are used and the students are expected to demonstrate their knowledge by means of vehicular language, through the group work, pair work or individually. The research of candidate Manić shows that the goals and outcomes of ESP in the Aviation Academy are achieved through activities that require interaction between students exchanging information or solving a specific problem; students improve their language skills by adopting the language in context, through the implementation of tasks, as well as teaching non-linguistic subjects in a foreign language. All this has led to the need to consider ways of evaluating students' knowledge, skills and abilities, i.e. student competencies. Rating competencies in vocational education is characterised by context learning, integrated objectives and outcomes of learning, various instruments of evaluation, reflection of students and formative use of instruments for assessing competencies (ZUOV, 2012). Bearing this in mind, alternative instruments of assessment in ESP were trialled in some classes (first and third grade) in the Aviation Academy in 2014/15. and 2015/16. school year, with the aim of motivating and encouraging students to work harder and raising awareness of the learning and assessment. This kind of evaluation was used throughout activities in TBLT, i.e. throughout tasks that show how students' language skills in presenting content.

The characteristics of the TBLT approach is that students spontaneously acquire the content, cognitive and social skills; this type of teaching is more demanding mostly in terms of the time required for its implementation. It is therefore essential to ensure an organized or a functional integration of activities that take place in class at school and individual students' activities outside of school, the students independently find information, group work, critical attitude towards their own and other people's work, the adoption of different, new ways of working, planning, and deadlines.

In the research, the candidate Manić used the tasks designed to meet the needs of the project (PETALL, Pan European Task-based Activities for Language Learning), in which the school was participating as part of a consortium with the Faculty of Philology, University of Belgrade.

The first part of the research related to the confirmation of the hypothesis about the motivation of students to study and learn the ESP with CLIL and TBLT applied in lessons, which make comprehensive teaching more efficient than the traditional approach to teaching foreign languages. Students who were exposed to TBLT methods and alternative way of assessment in the CLIL context were covered by the survey concerning the students' views and opinions on TBLT approach and alternative methods of tasks' assessment in ESP. Two surveys were

conducted - before and after the use of alternative methods of tasks assessment. The study was based on the assumption that the application of TBLT tasks in CLIL teaching and their assessment motivate students to work and learn, as opposed to the traditional approach of teaching and assessment.

According to data analysis of the students being surveyed, the candidate concluded that students were mostly interested in watching video materials, discussing vocational topics, reading vocational texts and acquiring vocational terminology, which justify features of CLIL and TBLT methods, i.e. the use of authentic materials in CLIL (Hunter & Cooke, 2007; Moore & Lorenzo, 2007; Coyle *et. al.*, 2010; Prabhu, 1987; Lesca, 2012; Wolff, 1987). Students were not interested in essay writing because the writing skill in aviation English is neither primary nor relevant, but the emphasis is on listening and speaking skills (ICAO Cir 318, 2009). Thus, the introduction of TBLT approach in secondary vocational schools leads to objective justification of CLIL teaching, i.e. developing or increasing communicative competencies (Richards, 2001: 29). We may conclude that students are already aware of the need to developing CALP (Cummins, 1981). Besides awareness of learning, Danijela Manić came to the conclusion while reviewing the research data that instrumental motivation is presented among students (Gardner & Lambert, 1972): students find the language learning important for the purpose of easily getting a job in the profession, of personal training and / or planning to study abroad. The students covered by the survey showed the desire and motivation to enable themselves for work during education and to acquire the necessary competencies which show not only what students know, but what they can do.

After analysing the students answers, conclusions were drawn on the students attitudes on TBLT / CLIL approach and on language skills that are important in ESP. Namely, all the students think that speaking should be assessed firstly, which explains the specific needs of ESP and knowledge of specific language skills in aviation. The students think that lessons should be student-centered, thus taking a leading role in their own learning. The fact that students believe that teacher should immediately point out the mistake to students and correct it, runs counter to the proposed Coyle's "language clinic" in which errors are collected and analysed retrospectively. Students should be liberated from the fear of making mistakes, emphasizing the basic principle of TBLT - the focus is on meaning rather than on form.

According to the analysed data from the first questionnaire (questionnaire on the students attitudes and motivation on ESP and on the alternative way of tasks assessment in ESP prior to the implementation of self-assessment and peer assessment) and according to the compared students answers in the second questionnaire (questionnaire on the students attitudes and motivation on ESP and on the alternative way of tasks assessment in ESP after the implementation of self-assessment and peer assessment) candidate Manić concluded that the application of CLIL and TBLT boosts students' self-esteem of students and raises awareness of the learning and knowledge of language and content. TBLT activities make students feel more comfortable while using language in the classroom, having no fear of mistakes. It is obvious that the surveyed students have gained greater confidence in speaking foreign and native language in CLIL and TBLT lessons. Based on the answers, we may conclude that students prefer the TBLT approach that requires pair work or group work, rather than individual work.

According to the analysed data from the questionnaire on the students attitudes and motivation on teaching ESP with elements of CLIL and TBLT methods, candidate Danijela Manić concludes that it is very important to choose the material, the content and glotodidactic techniques in the process of CLIL and TBLT teaching, involving: work with authentic teaching

materials, TBLT tasks and communicative activities, the use of visual materials in teaching, implementation of tasks which are focused on problem solving, interactive teaching approach through presentations, group and pair work (Coonan, 2002 Bentley, 2010; Coyle, 2005; Ellis, 2003).

All of the above elements of TBLT and CLIL approaches influence the increase in students' self-esteem, increase motivation and learning, as well as learning awareness. The student is not a passive recipient of comprehensible input, but takes a leading role in his/her own learning (Van den Branden, 2006; Willis & Willis, 2007). This concept of teaching, which is based on complex tasks as well as on the different position of students in teaching compared to traditional, leads to improved motivation arising from the creation of the context of the real world (Cook, 2003: 37).

The second part of the research referred to alternative ways of assessment (self-assessment and peer assessment) which contribute to the transparency of assessment, motivate students and encourage them to work harder, make students confident and raise awareness of the learning and assessment. After analysing the answers from the questionnaire that related to the students attitudes and opinions on alternative ways of assessment (before and after the introduction of self-assessment and peer assessment) candidate Manić concluded that the self-assessment and peer assessment motivate students and encourage them to work better, make them feel confident and raise awareness of learning and assessment. It follows that the need for self- assessment and peer assessment forms helps students to be familiar with the learning outcomes and assessment criteria, and also facilitate the learning process.

Based on the analysis of student answers, claiming that the traditional form of assessment should not be the only means of assessment, candidate Manić concludes that self-assessment and peer assessment encourage students to work, help them in the learning process, encourage self-esteem when exposed to a foreign language, develop active attitude towards learning as well as working habits.

In addition to the analysis of the student's attitudes and opinions on alternative ways of assessment in ESP, a questionnaire among ESP teachers was conducted in order to gain insight into their experience in the ESP assessment. Answers referred to the basic problem of what to assess (language and / or content) in CLIL context. By analysing the teachers' answers, the candidate concludes that the language and content are inseparable part in the assessment of the student's knowledge. Teachers who were polled stated that they assess students' content knowledge and language skills at the same time. They believe that descriptors and rubrics for evaluating the content and language facilitate the evaluation process, and the criteria and evaluation would be more balanced, which is one of the fundamental prerequisites of reliability and validity of assessment and evaluation. The ESP teachers in the Aviation Academy usually assess vocabulary knowledge through oral expression (describing the pictures and presentations) and they think that relevant skills in ESP are speaking and listening, as a result of the standard language of aviation imposed by legislation. However, teachers sometimes opt for alternative assessment instruments (some of the teachers have never tried self-assessment and peer assessment among their students): half of them believe that alternative ways of assessment are useful and effective, i.e. teachers may reveal difficulties in students learning with the help of these instruments of assessment, assessment reduces students anxiety and help them learn more easily. Most teachers believe that the use of alternative methods of assessment is difficult and demanding process, but they believe it contributes to increased motivation of students to work and study.

Based on the teachers answers, candidate Danijela Manić concluded that in the context of CLIL language and content must be assessed simultaneously, or alternatively, that the assessment is useful because it encourages students to be more attentive and more interested in other students' lesson work, to pay attention to different aspects of their presentation, to assess others more objectively and later apply their observations on what they themselves are doing. Also, it takes experience and time to successfully apply the alternative assessment, and the students of the final grade have the highest autonomy, because they are then more mature and more self-aware. It has been found that alternative assessment creates a good atmosphere in the classroom, as well as the ability to develop the students' critical thinking, which can help them to continue to monitor their performance and progress. In this way, learning cannot be reduced to a numerical evaluation of the written or oral check noted in School evidence log, but it gets real value, and students become responsible for their work and their results. Candidate Manić concluded that teachers are aware of the benefits of alternative approaches to assessing, which is a positive basis for the introduction of these methods in the educational process. Candidate Manic points out that this type of assessment requires greater involvement of teachers, better preparation and carefully introducing the alternative form of assessment to students in order to avoid subjectivity in assessing their own and other students' knowledge, but the ultimate goal of this method of assessment is evident.

Following the research, the use of descriptors and rubrics in task assessment was trialled out in practice in ESP in the Aviation Academy. Language teachers and teachers of non-linguistic vocational subjects participated in task assessment. The results that were obtained after analysing and comparing the grades obtained in ESP lessons by using rubrics and descriptors show that grades are uniform. Teachers assessed presentations as the final task product. Despite detailed and reliable description of the required quality and methods of making and presenting tasks, a large number of presentations was of poor quality. Students did not show the master of power point presentation performance, and presentations were poorly designed. This analysis led to the conclusion that students in the lower grades are not used to formal speech and making professional presentations, although they showed a high level of vocational subject knowledge. They need training in techniques of academic work and presentation. Students in higher grades showed significantly better professional and academic approach to work. Results differed in terms of language and content assessment, but without significant impact on the final grade.

After analysing the assessment results, candidate Danijela Manić concluded that rubrics and descriptors facilitate the assessment process, contributing to the uniformity and reliability of assessment criteria and assessors (language teachers and teachers of the vocational subjects).

Besides the teachers' assessment, method of self- assessment was experimentally tested. In previous studies it has been observed that students who have a high level of language skills often underestimate their language skills (Blanche 1988 and Yamashita, 1996 in Brown, D. & J. Hudson, T., 1998). By comparing the teachers' and students' grades, obtained by self-assessment process, we may conclude that the majority of grades are in conformity, but that a substantial number of students assessed themselves lower than teacher assessed. Students have shown great responsibility and objectivity in assessing their knowledge and skills, and according to the candidate Manic, the factors that affected the self-esteem of students, who underestimated their own skills, should be considered.

Peer assessment of tasks was experimentally applied in ESP lessons. Uniform grades are got by analysing and comparing peer assessment and teacher assessment. The research results indicate that there is no problem with the assessing objectivity. The candidate Manic considers that it is

necessary to examine the presence of subjectivity in the process of assessment in cases where the alternative assessment is the real part of the assessment (not a part of experimental research) and when students are aware that grades really have an impact on the final teachers' grade. In cases where the assessment instrument is used in research purposes, we have concluded that the peer assessment proved to be very successful and objective assessment method.

After analysing the rubrics used in the research when assessing TBLT tasks in CLIL context, the imperfection in defining the descriptors criteria has been noted. The original descriptors were not applicable to the various forms of task that emerged as the final product of the task (presentations, video clips, advertising flyers, games, role-play), but were relevant only for presentation. Another problem related to the measurement scale of assessment (1 to 4), which is not typical for the assessment of the Serbian education system (1 to 5), and the teachers and students had a problem in determining the appropriate grade. Further, it was not possible to identify and distinguish the individual contributions of the group while assessing certain parts of the task, and the assessment was performed on a general level. Original columns were vague and diffuse, thereby assessment was difficult. The absence of clear boundaries between the language assessment, content assessment and ICT competencies assessment was a basic problem in defined descriptors and it led to irrelevant feedback on competencies and skills shown in task performance.

Recommending the use of descriptors in TBLT task assessment in CLIL context, candidate Manić has defined new descriptors together with a holistic and analytical rubrics aligned with the CEFR levels (A2-B2) which assess both language and content as an integral part of every TBLT task. Descriptors covered presentation skills at levels of foreign language skills. Holistic and analytical rubrics contain criteria that apply equally to TBLT task as a whole, the language skills, knowledge of content, but also the achievement of the task outcome in general terms.

VI LIST OF SCIENTIFIC PAPERS THAT HAVE BEEN PUBLISHED OR ACCEPTED FOR PUBLISHING BASED ON THE RESULTS OF THE RESEARCH IN THE FRAMEWORK OF A DOCTORAL THESIS.

1. Manić, D. (2013). Education of CLIL Teachers. *Improvements in Subject Didactics and Education of Teachers*. Serbian Academy of Sciences and Arts. Serbia, Belgrade
2. Manić, D. (2014). CLIL Assessment. *Linguistics, Culture and Identity in Foreign Language Education*. International Burch University, Sarajevo. str. 417- 423
3. Manić, D. (2014). Clil Teachers' Pre-Service and In-Service Training. *Savremene paradigme u nauci i naučnoj fantastici*. Nauka i savremeni univerzitet 3. Srbija, Niš str. 398 - 408
4. Manić, D. (2014). Bilingvalnastava – izazov 21.veka. *Našestvaranje. Zbornik radova sa X simpozijuma međunarodni mučešćem. Vaspitač u 21.veku*. Srbija. Aleksinac.
5. Vučo, J., Manić, D. (2015). ICT in Task-Based Language Learning – Analyzing a Lesson Plan in PETALL Project. *ICT for Language Learning*. Florence. Libreriauniversitaria.it. pp.148-152.
6. Vučo, J., Manić, D. (2016). Informacione tehnologije u nastavi jezika zasnovanoj na projektnim zadacima. *Digitalna Humanistika*. Filološki fakultet, Beograd.
7. Vučo, J., Manić, D. (2016). O interkulturnim vrednostima projektnih zadataka – primer PETALL projekta. *Jezici i kulture u vremenu i prostoru* 5. Novi Sad.

VII CONCLUSIONS OR THE RESULTS OF THE RESEARCH

Bearing in mind the objectives of the dissertation of the candidate Danijela Manić, the following results may be highlighted, obtained after analysis of the research of teaching foreign languages in CLIL / TBLT context:

1. The CLIL approach based on the principles of TBLT tasks is one of the models for introducing the bilingual teaching in secondary vocational schools, which globally contributes to creating a multilingual environment in areas where it is carried out and raising awareness about the importance of foreign language skills seen as the basic principles of European language policy (policy implementation "bottom-up"), but the contribution is recognised through increased students' motivation and self-confidence, development of CALP, the development of thinking skills and improving productive language skills as well as knowledge of curriculum subjects;
2. The development of models of alternative ways of tasks assessment based on the use of rubrics, self-assessment and peer assessment contributes to the development of intellectual independence of students. Learning becomes more efficient, students take responsibility for their own activity and participate in the formation of the evaluation criteria, reducing the feeling of boredom and increasing the confidence in the assessment process;
3. The use of descriptors and rubrics in the evaluation of task's outcomes achievement in CLIL, facilitates the evaluation process, both contributing to the uniformity of evaluation criteria and reliability of assessment and assessors (language teachers and teachers of the vocational subject).

VIII ASSESSMENT OF THE WAY OF PREVIEW AND INTERPRETATION OF RESEARCH RESULTS

Working on her doctoral thesis, candidate Danijela Manić has comprised the significant and unexplored topic of TBLT tasks evaluation, in content and language integrated learning, CLIL. She has approached to the analysis of complex subject very maturely and in details, demonstrating excellent ability of formulating acquired knowledge and the setting clear, scientifically based conclusions and attitudes. Relying on a rich literature from different fields, she has approached to the designing the pioneering instruments and descriptors that will be more accessible to teachers and students in this kind of teaching practices.

IX PROPOSAL:

Commending diligent, creative and independent, innovative work that led to the results which will be used as an important base in further analysis related to the researched field of TBLT and CLIL, emphasizing the virtues of the candidate that proved as the ability to synthesize and analyse the rich theoretical literature, special, clear scientific style of expression, a remarkable openness to teamwork, research organization and coordinate complex educational context necessary for a foreign language teaching modern approach, we are pleased to propose to the Chamber of Faculty of Philology, University of Belgrade that a manuscript entitled "EVALUATION AND ASSESSMENT OF TASK-BASED ACTIVITIES IN CLIL" to be

accepted as a doctoral thesis which fulfils all the requirements provided by law, and to invite candidate Danijela Manić, MA to the oral defence.

In Belgrade, 27th November, 2016.

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