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ASSESSMENT THROUGHOUT THE METHODOLOGY CURRICULUM

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Abstract: The article deals with the forms of assessment, recommended by New Methodology Curriculum designed within the joint project of Ministry of Education and Science of Ukraine and British Council Ukraine 'New Generation School Teacher'. The new approaches to training future English language teachers suggests changes not only in the content of Methodology course, but also in approaches to teaching, that are intended to promote high levels of interaction and student involvement in their own learning processes. These consequently implies the alteration of traditional forms of assessment aimed at checking theoretical knowledge of the discipline rather than practical skills needed for the profession of a teacher. So, assessment tasks are designed to reinforce learning throughout the programme. Each module has specified outcomes, assessed by a combination of stand-alone assignments and portfolios including two or more assignments. Final assessment is based on school practice as well as in-course assignments and qualification paper defence.

Keywords: future English language teachers, methodology curriculum, New Generation School Teacher project, assignment types, performance-based tasks, authentic tasks, portfolio assessment specifications, forms of assessment, objectives, learning outcomes, reflection.

Ukraine's move towards Europe and the wider world has brought into focus the need for higher standards of English among the country's citizens. The improvement that is needed can only be achieved if standards of English teaching are raised at every level of the education system. Pre-existing traditions in language teaching based on the approach, where English could be taught and examined simply as a school subject or college discipline, with an emphasis on knowledge of grammar and vocabulary, and with little or no need to see the language as a means of active communication or as a life skill. Ukraine has set the standards that need to be achieved at various levels of its education system following internationally accepted standards for proficiency in foreign languages published in the Common European Framework of Reference for Languages by the Council of Europe. However, there is a gap between what is recommended and what is actually happening. To make these standards realistic the new

Pre-Service Teacher Training (PRESETT) curriculum at Bachelor's level for trainee teachers of English was launched in ten Ukrainian universities in 2016, Pavlo Tychyna Uman State Pedagogical University among them.

The broad understanding of assessment within the Curriculum is shaped in the glossary it contained, which states that it is the process of collecting data or forming an opinion on learners' achievement, proficiency or progress either formally (awarding marks) or informally [3]. Therefore, the term 'assessment' can refer to both formal and informal assessments and it is more appropriate to use when referring to performance-based tests/ tasks and portfolios [2]. P. Black identifies three broad purposes of assessment:

1) those of certification of students' achievements;
2) the accountability of the education system through the publication and comparison of results;
3) the promotion of learning through the provision of helpful feedback [1].

The third purpose laid emphasis on interrelation between assessment and learning underlying the role that assessment can play in monitoring and raising educational standards. It was extremely important to create an assessment system within the Methodology Curriculum which embodies high standards and monitors performance focusing on procedures and products of assessment.

Assessment in the Methodology Curriculum consists of two main components:
• Continuous assessment
• Final assessment.

Continuous assessment is carried out by the methodology teacher during each module and is both progress- and achievement-focussed. Its main aim is to evaluate how successfully students achieved the learning outcomes for the module. Students complete assignments (including portfolios[1]) for which they are given grades according to the detailed criteria in the assessment specifications for each module in the Curriculum.

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[1] A collection of assignments developed in or out of class and documents that a learner has selected and collected to show growth and achievement over time.

The programme is focused on authentic assessment which requires that students engage with real-life problems, issues, or tasks for an audience who cares about or has a stake in what students learn. Authentic tasks enable students to make sense of and apply what they have learned and to establish clear connections between what they have learned in methodology class and the school practice which they observed or actually are involved in while teaching whole English lessons or just segments due to the given assignments. Such tasks provide a wonderful opportunity for students to demonstrate what they have learned in the course of a unit of the programme as a whole. Here is the example of the authentic task, which also illustrates the interrelation between all the elements of the Curriculum.

Module 1 'Understanding Learners and Learning', Unit 'Developing Learner Autonomy'.

Objectives of the unit aim at raising students' awareness and developing their abilities.

By the end of the unit, students will be aware of:
- the concept, principles and theories of autonomy; reasons for the development of learner autonomy; key elements and levels of learner autonomy
- psychological attributes of autonomous learners
- their own learning strategies and learning styles, their strengths and areas to work on
- and will be able to:
- help learners to develop learning autonomy and autonomous learning strategies
- use methods and techniques for fostering learner autonomy (pair work, cooperative learning) in class and beyond the classroom.

The Curriculum includes Indicative Content of the unit indicating the recommended items to ensure the possibility to meet the unit objectives:
- Definitions and theories of learner autonomy (the differences between learner autonomy, individualisation, self-instruction, self-directed learning, learner-centredness).
- Principles of autonomy
- Reasons for the development of learner autonomy. Lifelong learning
- Psychological factors in learner autonomy: self-regulation, individual differences (age, aptitude, cognitive style, academic performance, individualism), motivation

- Elements of learner autonomy: responsibility; self-awareness; decision making (determining the objectives, defining content, selecting methods and techniques, assessing progress)
- Levels of autonomy
- Autonomy in the classroom (pair work, group work, project work). Group-oriented approaches to developing autonomy
- Autonomy beyond the classroom (self-access, CALL, distance learning, tandem learning, studying abroad, out of class learning, self-instruction)
- European Language Portfolio as one of the tools for developing learner autonomy'.

Unit objectives find their reflection in the Module learning outcome, which states, that as a result of learning on this module, students should demonstrate the ability to give recommendations to a group of learners on how to plan, organise and take control of their own learning.

Such type of information concerning every module and unit of the programme is available for students from the very beginning of their learning in the programme. It is downloadable from New Generation School Teacher web site. At Pavlo Tychyna Uman State Pedagogical University students also use extensively the virtual learning platform (MOODLE) for information, assessment specifications of assignments and portfolio items descriptions including assessment criteria, indicative bibliography, suggested templates etc.

So, on learning on the unit students are asked to create a portfolio item – a set of recommendations aimed at developing learner autonomy in a specified group of schoolchildren – weighting 20 % of the assessment on the Module:

Compile a profile for a specified group of learners you observed at school (see the table below) and give a set of recommendations (maximum 300 words) aimed at developing learner autonomy. Refer to relevant theories.

Group profile

Age	
L1	
Cultural background	
Level of English	
Learning styles	
Learning needs	

Students are assessed on the basis of Task fulfilment which includes number of words, learners' profile included, deadline met and mainly on the suggested evidence of their ability to make practical recommendations for developing autonomy in learners with reference to relevant theories.

Assessment criteria vary according to assignment type. At the end of the course, all the scores for module assignments are averaged to yield a final grade.

One may trace such interconnection of unit objectives, module learning outcomes and assessment assignments throughout the whole Curriculum.

Here are some more examples of the similar assignment.

Unit 'Working with Materials'. Create a portfolio item:

Evaluate a unit from a course book for a specified educational context (secondary school, grade …) according to the set criteria. Write a report (250-300 words), justifying your decisions and giving evidence that this unit suits/does not suit learners' needs and the requirements of the curriculum.

Unit 'Error Analysis and Dealing with Errors'. Create a portfolio item:

Individually correct and grade a given piece of learner writing using agreed criteria. Submit the corrected paper and write a rationale (250-300 words), justifying your approach to the correction taken.

Unit 'Classroom Management'. Create a portfolio item:

Analyse a lesson observed during school practice focusing on organisation, modes of participation/interaction, classroom language, classroom resources.

Procedure:
• observe a lesson and do the observation tasks
• write an account of the lesson based on your observation of the organisation, modes of participation/interaction, and instruction-

giving skills; state which of these aspects contributed to the effectiveness of the lesson and why; identify the most important factors that you personally will need to attend to when managing your own classroom in the future.

There is a wide range of assignment types in the Curriculum. These assignments are intended as learning experiences as well as ways of assessing students. Assignment types include:

essay, reflective writing, report, presentation, quiz, lesson plan, case study, materials and test design, professional development plan, portfolio.

The Curriculum attaches special importance to the students' ability to reflect critically on their experience and combine that experience with prior knowledge. To develop this ability in trainee teachers is essential, as reflection is not a luxury; it is a necessity. In the Curriculum glossary we find the following definition of reflection: "A way of professional and personal development by conscious and systematic thinking over and analysing learning and/or teaching experiences" [3]. Reflection underpins the entire learning process throughout the Curriculum. Students are given reflective prompts which are open-ended questions or prompts that help them think about or process their learning. It is the crucial point in every session delivered to students in methodology course, every observation task they are to perform during their school experience and surely it is the basis for completing assignments for their assessment.

Here we provide more examples of such assignment types.

Units 'Principles of Communicative Language Teaching'. Create a portfolio item:

Write a reflective account (approx. 250-300 words) of microteaching addressing communicative dimensions in teaching grammar or vocabulary

Points to cover:
- things you have found challenging in microteaching and the experience you have gained from teaching or participating as a learner
- vocabulary/grammar activities you tried out and the feedback you received from your peers
- classroom conditions which helped you to teach/learn effectively or which interfered with your microteaching/learning

- any differences between the ways you learned vocabulary/grammar at school and the ways you would choose to teach it.

Module 4 Preparing to Teach 3. Create a portfolio item:

Write a reflective account (450-500 words) with evidence of your progress throughout this module and your development as a future teacher.

Account for your ability to:

design a lesson plan for use with a specific group of learners
- apply a set of criteria for evaluating coursebooks and materials for a specific learning/teaching context
- apply principles of task/test selection and design
- assess and evaluate learner's listening, speaking, reading and writing skills using set criteria
- identify different types of errors in learners' spoken and written language and deal with them appropriately.

As it was stated at the beginning of this article the working team of the project developed the assessment system with a focus on performance-based tasks and portfolios. Students are to design something (an activity, a set of activities, a segment of a lesson plan, a lesson plan), deliver it in practice and reflect on the experience gained.

The following examples of assignments illustrate the procedure.

Unit 'Developing Intercultural Competence':

Procedure:
- Choose a visual (an image or a film clip used to illustrate a story or a message) with strong representation of culture.
- Design and conduct a 5-7-minute classroom activity for developing cultural awareness.
- Reflect on your experience of trying the activity out in class in writing (maximum 150 words).

Unit 'Linguistic Competence: Teaching Grammar in Context'.

Create a portfolio item – a set of activities for teaching grammar in context:

Put together four activities for teaching grammar in a communicative context to a specified group of learners.

Procedure:
- select activities using the following criteria: learners' needs, learners' age, level of English, learning styles, school curriculum requirements

- accompany each activity with a purpose, clear instructions and the description of the procedure
- teach one of the activities in your methodology class with your peers playing the role of your target group of learners.
- Write a reflective account (approx. 250-300 words) of microteaching.

So, students are extensively involved in either microteaching or teaching a group of learners during their school experience days therefore in real-life classrooms, which then become the basis for completing their assessment assignments. An important thing students often report about such established practice is that it makes them more confident and prepares for observed teaching stage of their school experience.

Final assessment is carried out at the end of the methodology course. It is aimed at evaluating how successfully a student achieved the learning outcomes of the whole Curriculum as detailed in the Profile of a Newly-Qualified English Teacher. This assessment consists of the following components:
- Average score achieved in all module assessments (30%)
- Observed teaching (40%)
- Qualification paper (30%).

Each component is assessed separately according to different criteria. To pass the Methodology course, students must be successful in all of the three components.

Observed Teaching is assessed in Semester 8. It is here that a student's ability to teach in a principled and well-organised way is assessed, according to the detailed criteria set out in the Curriculum document. It is recommended that students are assessed on the basis of ten observed lessons. Two of these lessons to be observed and assessed, using agreed criteria, by the course tutor and eight by the school mentor. The course tutor should assess classes at two different levels (primary and secondary).

The qualification paper demonstrates a student's ability to link theoretical knowledge with the practical elements of their own work during school experience (Observed teaching). The student submits the paper in English at the end of Semester 8. The paper is assessed according to the detailed criteria. This accounts for 70% of the total for the qualification paper. A further 30% is allocated to the oral examination (defence) which is undertaken in English in the presence of the State Examination Board.

The analysis of the Methodology Curriculum materials shows the clear connection and interrelation between what trainee teaches are exposed to and what is included into their assessment assignments enabling meeting the units objectives and modules learning outcomes. Continuous assessment throughout the Curriculum aimed at promotion of learning through performance-based tasks and portfolio items which requires on the part of learners profound reflection about their own learning and teaching experience. Final assessment accumulates students' gains of the whole 3-Year Methodology Course and includes average score achieved in all module assessments, scores earned for observed teaching and qualification paper writing and defence.

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AUGMENTATIVBILDUNGEN IN DER SPRACHE DER MASSENMEDIEN

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Abstract: The following article deals with augmentative formations, that is, word formation products that reinforce or intensify the meaning of the basis. The focus is on the use of augmentation in the language of the German mass media. Based on a number of examples registered in current mass media texts, we have analyzed various word formation methods, the semantic peculiarities and the pragmatic performance of augmentative formations in modern German.