Evaluation of PRESETT Ukraine: *New Generation School Teacher* Project

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Glossary & Abbreviations

21CS	Twenty first century skills
CEFR	Common European Framework of Reference
CLIL	Content Language Integrated Learning
CPD	Continuing Professional Development
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EMC	Experimental Methodology Course
EMI	English Medium Instruction
ESP	English for Specific Purposes
HEI	Higher Education Institutions
INSETT	In-Service Teacher Training
MA	Masters
MoES	Ministry of Education and Science Ukraine
PRESETT	Pre-Service Teacher Training
SEN	Special Educational Needs
TMC	Traditional Methodology Course
UNESCO	United Nations Educational, Scientific and Cultural Organisation

Executive Summary

Having visited four different pedagogical universities, observed methodology teachers teaching methodology classes, student teachers microteaching language classes, conducted focus group discussions with students from both traditional and experimental methodology courses, methodology course teachers, school mentor teachers and interviews with university rectors, we have concluded that:

> Although there were differences in the content balance in different universities, as befits an experimental course, delivery of the methodology course across all four universities was totally consistent. Sessions were delivered to a high skill level, were carefully planned and the courses showed extensive higher-level organisation. University lecturers spoke only in English, were respectful, dealt with issues in a tactful manner, elicited extensively and provided a dynamic, interactive learning environment.
>
> Student teachers responded very positively to the methodology sessions by interacting enthusiastically, volunteering without hesitations and contributing to the sessions with deep and innovative responses.
>
> There was a clear difference in language ability between traditional (B2) and experimental (solid C1) methodology students.
>
> When asked which course, they would prefer to take, the traditional methodology students chose the experimental course, as did the experimental course students. The experimental course students, when asked what they would change about the course, had difficulty answering, one or two calling it 'perfect'. When pushed, some suggested 'more teaching practice'.
>
> Rectors are extremely proud of these courses. They are promoting the spread of the new approach to methodology across other languages and further, towards all subject areas. They are also happy to promote the courses to other university rectors. One of the recommendations from this evaluation is to use the experience of this course to inform a national framework curriculum that informs all future training of teachers.

In summary, the experimental course and the project team delivering it can be very proud to have enabled the development of a cadre of novice teachers who are very well prepared to enter schools as highly competent classroom teachers. They have 'no fear' according to one deputy head teacher who notes that these student teachers are 'the best teachers we have ever produced'. We were very impressed by their levels of professionalism and the depth to which they can analyse and discuss their own teaching and the teaching they observe. They have been very well acculturated into the profession.

Recommendations

Recommendations are separated by main stakeholder and can be used in isolation when presenting results to the main stakeholders.

Ministry of Education and Science, Ukraine (MoES)

Experimental Methodology Course (EMC):

Officially approve the EMC.

Recommend national implementation.

Fund translation of the core transferable teaching skills information into Ukrainian to enable training of teachers of other subjects in the experimental methodology.

Fund and support a working group of teachers tasked with developing a MA level course based on similar principles. Already defined as potential MA level course topics are courses with a focus on:

- Specific age groups: adults, teens, young learners
- Levels of content integration: ESP, CLIL, EAP, EMI
- Specific areas of methodology: assessment, materials design, developing learner autonomy, SEN
- All based on a foundation of action research

Standards:

Define starting level English language teacher competence standards based on novice teacher performance according to the stated course outcomes.

Produce a development framework that defines levels of teacher development and professional achievement.

School network development:

Support formation of an online 'Pedagogical University Development Network': Agenda setting, idea and materials sharing, collaboration on research and development projects.

Support adoption of partner schools which are mentored in the development process of moving from traditional to modern methodologies.

INSETT:

Recommend EMC content in INSETT Institute training.

Promote active collaboration of pedagogical universities and INSETT Institutes.

Universities

Experimental Methodology Course (EMC):

Adopt the EMC as standard.

Finalise documentation and present to MoES for approval.

Translate core transferable teaching skills information into Ukrainian to enable training of teachers of other subjects in the experimental methodology.

Participate in the development of MA level course based on same principles.

Standards:

Define novice teacher performance standards based on course outcomes.

Participate in an online Pedagogical University Development Network

Train INSETT Institute staff in EMC content and methodology.

Collaborate actively with INSETT Institutes in partnership to develop quality teaching among local schools.

School network development:

Support adoption of partner schools which are mentored in the development process of moving from traditional to modern methodologies.

Train all supervisors of student teachers in mentoring skills based on previous British Council training courses.

Define a national research agenda around the *New Generation School Teacher* project, the EMC, and any newly developed standards.

Conduct research at multiple levels including individual tracer studies, classroom-based action research, local, regional and national studies which monitor and report on progress in achieving the vision of the New Ukrainian School, new national standards, and other quality assurance systems.

Experimental Methodology Course (EMC):

Support the finalisation of the EMC materials and manuals and the Ministry approval process.

Support the instigation of the development of a new MA course in line with the EMC. This could be dovetailed with EMC finalisation.

Support the uptake of the EMC among all pedagogical universities in Ukraine.

Close PRESETT as a project.

Register as an approved provider of INSETT with MoES.

Develop strategy for engagement with *New Generation School Teacher* project including research agenda, school network development, 21 century Core Skills and their integration, and Strategies for Success.

Background

As in many other European countries, Ukraine's increased interaction with other European countries and the wider world has increased the need for higher standards of English among the country's citizens. Trade, travel, education and international relations can only improve if standards of English teaching are raised at every level of the education system. The pre-existing teaching-learning traditions have an emphasis on knowledge of grammar and vocabulary, rote memorisation, and little, or no use of English as an active communication tool or life skill. Underpinned by academic traditions of philology at university these approaches do not support the practical use of English, but rather English as a subject of academic analysis.

Standards for Secondary Education were embedded in the Law on Secondary Education, adopted in 2015. State Standards for Primary were introduced in 2018. State Standards for Secondary are currently under review. The new standards required the implementation of a new language curriculum informed by the Common European Framework of Reference (CEFR) for Languages with set desirable exit levels of English for school leavers and university graduates. However, there was a gap between the desire to implement these and the standards of English teaching in schools and universities. A change in the teacher preparation curricula, assessment, content and procedures in pre-service teacher training (PRESETT) was required. To support the needs of pedagogical institutions to better prepare student teachers entering the primary and secondary school system and help learners build appropriate levels of language proficiency for modern employment and social interaction needs, the Ministry of Education and Science of Ukraine (MoES), jointly with the British Council Ukraine, initiated and launched the PRESETT project in March 2013.

More than forty autonomous institutions prepare English as a foreign language (EFL) teachers in Ukraine. They offer diplomas in EFL philology and teaching at Bachelor, and Master levels determined by the national system of standards, as stated in the Law on Higher Education (2002). Of these, seventeen have been involved in the PRESETT programme: the ten original members with seven more joining in 2016, two more have expressed an interest in developing similar programmes and materials have been made available to them.

According to the baseline study (2013-14) conducted by a team of researchers from national and pedagogic universities, there were no national professional standards for English teachers, (in fact they are still in the process of development) and there were no approved national educational EFL teacher standards. There was also no approved EFL teacher training curriculum, and implementation of any curriculum was ad hoc.

The curriculum adopted by Higher Education Institutions (HEIs) was informed by the Soviet period curriculum and was thus very out-of-date.

Some EFL lecturers relied only on materials and references physically available at their departments, which was extremely limiting;

Some EFL lecturers were engaged in developing their own syllabi, to meet the needs of their students, but there was little cross-institutional communication on this.

Twelve syllabi from universities participating in the baseline survey were analysed. The conclusion was that none of them could be regarded as a potential unified national EFL teacher training curriculum. The methodology of teaching a foreign language was seen as particularly lacking.

The main aims of the desired development project, later to be called PRESETT were to set up:

approved national EFL teacher training standards;
a unified national curriculum, which takes into consideration national and international education priorities;
syllabi for methodology of EFL teaching which should become a key subject at Bachelor and Master levels of ELT teacher training.

The recommendations arising from the baseline study are detailed in Table 1 along with the salient PRESETT project features addressing each one.

Table 1: Synergy between Baseline Recommendations and PRESETT

Baseline Recommendation	PRESETT Response
Providing priority of methodological training for pre-service FL teachers in university curricula	Targeting of the English as a Foreign Language Methodology course as an area of reform. This leads teaching methodology reform as the first subject to undergo such a transformation.
Increasing the proportion of the methodological strand in the system of pre-service FL teacher education and training in accordance with the challenges of the time, in particular, increasing the number of contact hours for the discipline “Methods of Foreign Language teaching in Secondary Schools” and their redistribution in favour of practical and laboratory classes	Time allocation for the methodology course was at least more than quadrupled from 150 to 660 hours study in all but one of the participating universities. That institution doubled the time allocation. The bulk of the additional hours was given over to experience in host secondary schools with mentor teachers.
Core curriculum design in ELT Methodology which is to consider the national and international educational priorities	Content in the EMC carefully considered the national priorities regarding international communication and intercultural skills, Council of Europe recommendations on curricula of the future and CEFR levels and 21CS. Even though the project team was separate from the New Ukrainian School reform, their pedagogic content is closely aligned.

Unification of requirements for teaching practice (content, structure, organization, duration, assessment) and strengthening its methodological component	Guidelines were produced describing desired methodologies, teaching practices and approaches, processes and resources. Materials were shared among development teams.
Using English as the language of instruction in the ELT Methodology course	English was to be the only language used in EMC.
Introduction of effective forms of methodological training for pre-service FL teachers, for instance, interactive lectures, multimedia presentations and other learning technologies, methodological workshops, student research projects, peer teaching, etc.	In the guidelines produced, the specific methodologies recommended were interactive. Sample materials produced used multimedia sources and integrated technology where appropriate. Students were tasked with conducting a research project in their final year, with the idea of classroom research introduced much earlier in the third year. All students were tasked with regularly conducting micro-teaching with peer groups.
A reasonable balance of theory and practice, knowledge and skills; unification of knowledge and skills descriptors in the syllabi of all the HEI that train FL teachers	The documentation for EMC was extensive and included extensive competency-based syllabi with associated skill and knowledge descriptors. These were accompanied by assessment tasks initially and then built into learning plans according to a backward design methodology.
Providing unified approaches to the assessment of students' academic achievements in the discipline "Methods of Foreign Language Teaching in Secondary Schools", namely: the number of types and forms of assessment, assessment criteria, the content and scope of items for summative assessment	Assessment was considered a driver for EMC. From a backward design perspective, assessments were set and learning plans devised to enable learners to achieve good results on them. Every assessment task was accompanied by a grading rubric. Multiple forms were used including self-assessment, formative and summative assessments
Changing priorities in the objects of assessment from theoretical knowledge to practical teaching skills of pre-service FL teachers	All assessments dealt with writing about the practical application of knowledge to a problem including an open book exam based on a series of academic prompts. Demonstration of the knowledge and skills was also required through a series of performance tasks such as presentations and micro-teaching.

The Experimental Methodology Course (EMC) was planned in alignment with these objectives and was launched in 2016 with an initial cohort of 470 students across ten Pedagogical Universities. In 2018-19, that has naturally grown to 1283 students, with the first cohort graduating this year or a 2.7-times increase in the number of students taking part in the course.

Although three of the original universities dropped out of the project at an early stage, others have been keen to join. Seven joined in 2016. One of the universities we visited in Kyiv was a recent addition. They very much wanted to do something different and saw this course as an opportunity to produce higher quality graduates. Currently three other universities are interested in starting up EMC programmes.

The growth in the number of universities and the natural build up year on year of new students entering the programme has also increased the number of schools and school teachers involved in mentoring since 2017. This has increased from 188 to 344 or 1.8 times.

Figure 1: Observing methodology lesson, H.S. Skovoroda Kharkiv National Pedagogical University

The project was planned with a number of outputs associated with the outcomes and sub-outcomes as in Table 2.

Table 2: Original Outputs associated with each PRESETT outcome

OUTPUTS	**OUTCOMES**	**SUCCESS INDICATORS for OUTCOMES**	**APPROACH AND TOOLS** timing to be found in the project delivery schedule
Baseline Study	Ministry supports effective teaching and learning	New curriculum and course are endorsed and recommended by the Ministry for piloting	Interviews, discussion, policy dialogue meetings
Sample materials	Increased teaching capacity at PRESETTs.	Number of university teachers and students, schools and school teachers participating in the Curriculum piloting have increased by 70%. 85% participant students planning to start to work as teachers 50% of student teachers and teachers have portfolios part of which is their reflection on practice 70% of university teachers and student teachers use British Council online resources as supplementary materials.	Focus group: questionnaires, interviews, observation, lesson plans, quantitative data
Curriculum	Teachers develop further as reflective practitioners and make a shift from transmitters of knowledge to facilitators of learning		
Curriculum Guidelines	Language teaching professionals look to the UK and BC for training opportunities, teaching resources and direction in their professional development		
Supplementary materials for university teachers, students and school mentors	Student teachers teach more efficiently and confidently.	80% graduates from PRESETT Bachelor's programme demonstrate their professional competence through understanding learners, planning courses and sessions, managing the lessons, evaluating and assessing learning	Focus group: final assessment, questionnaires, interviews, lesson observation and post-observation conferences/feedbacks, lesson plans
	Student teachers are classroom ready	85 % students express satisfaction with their Methodology training and readiness to start a teaching career	Focus group survey

It must be noted that this project was subject to year to year re-examination through a difficult period in Ukraine's history where political uncertainty meant that it was unsure if the project would receive funding beyond the current financial year. This meant that a certain amount of re-planning needed to be done each year. Project budgets were very modest:

2016-17: £43,489

2017-18: £55,308.20

2018-19: £60,871.92

In 2016 the first intake of student teachers on the EMC coincided with the publishing of the concept of the New Ukrainian School. This visionary publication described the direction that Ukraine wants to move in regarding updating secondary education and equipping learners for the 21st Century (Gryshchenko, M. (Ed.) (2016). New Ukrainian School: Conceptual principles of secondary school reform. Kyiv: Ministry of Education and Sport, Ukraine). The content of this series of recommendations is very much in alignment with the revised methodology course and informs the recommendations in this report.

In July 2017, an internal project quality assurance process was undertaken resulting in a rewriting of the project outcomes and activity plan. This is shown in Table 3.

The revision constitutes the latest and most coherent statement of project aims and outcomes. It also came at a timely stage in the project, with many universities completing their first year of implementation of the Experimental Methodology Course (EMC), and other HEIs coming on board.

Table 3: Revised outcome map (2017) of the PRESETT project

OUTCOME	INDICATOR	DATA SOURCE – WHERE & HOW?	WHEN/HOW OFTEN	DATA COLLECTED FROM – who?	RESPONSIBLE	DATA USAGE
1. Community & system	# of university teachers and students, schools and school teachers participating in the Curriculum piloting have increased by 70%	University reports & statistics	Baseline, annually updated	University	Project manager, from project members	Annual report; with ministry
2. Newly-qualified teacher and System	85% participant students planning to start to work as teachers 75% participant students actually start work teachers	Surveys with students Follow up tracer studies quantitative questionnaire findings	End-year during pilot phase Annual since Sept. 2021 after graduating from master's Programme	Participant students Newly qualified teachers (university graduates)	Individual PRESETT project members > co-ordinator Individual PRESETT project members > co-ordinator	Annual report to Project manager End project report
3. Newly-qualified teacher's classroom readiness	80% graduates from PRESETT Bachelor's programme demonstrate their professional competence through understanding learners, planning courses and sessions, managing the lessons, evaluating and assessing learning	Final assessment, focus groups: interviews, lesson plans, lesson observation and post-observation conferences/feedback; surveys	End-course final assessment: teaching practice at school and defence of the Course Papers based on the Classroom Investigation	Supervisors (universities), school mentors, learners, Students	Individual project members > co-ordinator	End project report

OUTCOME	INDICATOR	DATA SOURCE – WHERE & HOW?	WHEN/HOW OFTEN	DATA COLLECTED FROM – who?	RESPONSIBLE	DATA USAGE
4. all three outcomes	85 % students express satisfaction with their Methodology training and readiness to start a teaching career 75 % university administration express satisfaction with PRESETT graduates' level of Methodology training 70 % host schools administration express satisfaction with newly-qualified teachers' professional readiness. 70 % school mentors express satisfaction with methodology support from university teachers and students' methodology competence. 80 % school learners express satisfaction with English language teaching	**Survey**	Annually ongoing student data	stakeholders	Individual project members and contact persons at non-core-team universities – project data co-ordinator	Annual report

OUTCOME	INDICATOR	DATA SOURCE – WHERE & HOW?	WHEN/HOW OFTEN	DATA COLLECTED FROM – who?	RESPONSIBLE	DATA USAGE
	Ministry of Education endorsed the PRESETT Methodology Programme					
5. Community and System	Project is publicly recognised through press coverage, publications, events, social media, ever growing in volume and attitude	PRESETT project team quantitative reports; social media data	Annually	University, Regional mass media Social media	PRESETT Project Manager Individual PRESETT project members > co-ordinator	End project report

Aims of the Evaluation Study

This study examines the degree to which the stated project outcomes have been achieved. This report is based on a desk review of project documentation and examination of information gathered during the two-week on-the-ground visit to four pedagogical universities throughout Ukraine, based in Borys Grinchenko Kyiv University, Karkhiv, Pavlo Tychyna State Pedagogical University, Uman and Vinnytsia State Pedagogical University.

Evaluation Areas

During the on-the-ground visits, considering the main stakeholders within PRESETT: lecturers, trainee teachers, school teacher supervisors and rectors/ deans, We explored the following key points:

What has changed, why and how? Including:

- Attitudes and beliefs
- Teaching and training practice
- Key performance indicators (where possible)

The degree to which the participating universities:

- Have implemented the experimental methodology curriculum
- Are happy with it
- Want to change it

In terms of the project implementation team at each University:

- What forms and level of support was provided for the project implementation team?
- What results did they achieve?
- The reasons for those results
- Key success factors enabling outcome achievement
- Plans for future development

Investigation Methods

The investigation took the form of:

- Individual interviews with each university rector and the project implementation team lead.
- Observation of at least one methodology session per institution delivered by a lecturer.
- Focus group interviews with:
- Lecturers involved in delivering the EMC
- Lecturers yet to deliver the course

Trainee teachers in final years on the EMC

Trainee teachers on the traditional methodology course (TMC)

School teachers tasked with supervising the trainee teachers during school placements.

Online surveys conducted in advance of the visits with each stakeholder goup in order to inform the content of the interviews.

Interview protocols are included in Appendix I. A telephone survey was conducted by British Council staff to ascertain the status of the new curriculum in all participating HEIs. The results for this are contained in Appendix II. Survey results with teachers, students and student teacher supervisors are contained in Appendix III to V.

Further interviews were conducted with the British Council project team members before and during the visit and with the chief consultant, Rod Bolitho pre-departure.

Institutional Profiles

Four universities in Kyiv, Karkhiv, Uman and Vinnitsiya were visited for two days each. They are profiled below:

Borys Grinchenko Kyiv University

This private university in Kyiv has more than 9,000 students across 6 institutes, and 5 faculties. They saw implementing EMC as a point of differentiation in competing for students in a crowded market. There are 22 students currently in English language teacher education programmes within the university. They started EMC three years ago and so are graduating their first group of fourth year students this year. They completely changed over to EMC and do not run TMC.

H.S. Skovoroda National Pedagogical University

This state university has more than 8,000 students across 15 faculties and 7 institutes. It is responsible for providing all teachers from the Kharkiv region. The rector is very proud that there is no teacher shortage in Kharkiv and puts this down to the quality of the university's programmes. H.S. Skovoroda Kharkiv National Pedagogical University also started the EMC 3 years ago and is producing its first cohort of graduates, but it has also run TMC in parallel. From next year, however, only EMC will be run.

Pavlo Tychyna State Pedagogical University, Uman

With 11 faculties and 1 institute hosting more than 10,000 students, this university is also graduating their first cohort this year, Pavlo Tychyna State Pedagogical University only teaches the EMC. They have adapted the curriculum slightly but have largely taught it according to recommendations. They have also been teaching the course for three years and are graduating their first cohort this year.

Vinnytsia State Pedagogical University

Vinnytsia State Pedagogical University has 6, 000 students in 8 faculties. It has run the two programmes in parallel, but they made the decision to only offer EMC from next year. However, they also changed the way they ran TMC by introducing more interactive methods into the teaching of TMC. Even so, they do see a large difference in the students graduating from both programmes (see results below)

All four of these institutions can be said to have successfully implemented EMC, though in slightly different ways according to their contexts. Because of the complexities involved in each case, only an individual case study approach would do justice to each institution. However, we feel this would make this report overly long. Because the results have been so strikingly consistent, my approach to reporting the results is to generalise across the schools and select quotes where appropriate from individuals interviewed to illustrate those generalities. These appear in italics and are anonymous. My original case notes are available on request and are not included in the Appendices. All results are discussed below.

Figure 2: Lecturer focus group, H.S. Skovoroda Kharkiv National Pedagogical University

Results

From the information gathered by telephone survey, summarised in Appendix II, we can see that overall the project has had an 82% institutional success rate, i.e. only three out of the seventeen participating universities have not succeeded in implementing, or have decided not to implement EMC. The reasons for this are unclear and require further investigation. Brief case studies of these institutions would better equip HEIs hoping to embark on EMC implementation in the future with the knowledge of what barriers to implementation these institutions faced. This will enable them to better mitigate against potential institutional, resource, or attitudinal barriers.

Among the institutions that have successfully implemented EMC, there is a remarkable consistency of results. One institution is of particular interest, however. Khmelnitsky Humanitarian Pedagogical Academy has implemented EMC with roughly half the number of academic hours of any other school. It would be useful to discover if the quality of their results differs in any significant way from the others, who have all chosen to implement the 660-hour version of the curriculum.

Both of these versions of EMC are a vast improvement on the original 90-150-hour teacher preparation courses, but it would be worthwhile studying the efficiency of the use of the 660 hours. Discussions with student teachers suggested that they would like more practice, but also that they felt they could participate more actively, earlier in their observed teaching practice. When students ask for more practice, this does not necessarily mean more hours, but better use of the hours they have already been assigned.

Overview of the Evaluation Results against Project Goals

In terms of progress against the indicators identified in Table 2, the following can be said:

1. Community & system

The number of university teachers and students, schools and school teachers participating in the curriculum piloting has increased by more than double, so this target has been exceeded.

In fact, natural growth in numbers of students taking part in the programme due to subsequent years of learners, should lead to around a 100% increase per year in learners up to a plateau in the third year unless there is some form of institutional expansion: either increase capacity at existing institutions, or new universities joining the programme.

This natural increase leads to a proportionate increase in university lecturers and school teachers involved in the project.

2. Newly-qualified teacher & system

The numbers of students intending to actually become teachers is a lot lower than the targeted 85%. Estimates from Focus group discussions suggest this is more likely to be below 30%. See the discussion below on wider socio-economic factors. Motivations for taking these courses are often nothing to do with teaching. Information gathered from students during this study indicate that learners study English Language Teaching Methodology Courses as a way of improving their English. They see the EMC as an efficient way to increase their English proficiency, develop transferable skills, and earn university credit at the same time.

We will not be able to find out what percentage of students actually start work until after this report is published.

3. Newly-qualified teacher's classroom readiness

Again, the actual percentage of graduates from PRESETT Bachelor's programme demonstrating their professional competence through understanding learners, planning courses and sessions, managing the lessons, evaluating and assessing learning will not be known until data from all participating universities about graduating grades are compiled. However, having seen a cross section of this group, We have no doubt that the percentage graduating with high levels of competence is going to be very high.

4. All three outcomes

Satisfaction levels among student teachers of their Methodology training is at 85% according to our survey backed up by focus group responses, and so is on target.

From the focus groups, the readiness of students to start a teaching career in terms of skill development may not be as high. This very much depends on whether look at performance: Whether the student teacher has developed the required skills to perform in the classroom, or desire: whether they want to enter the classroom as a career. Multiple factors impact on this and this is a suitable line of inquiry for a future study.

From my visits to four universities, 100% of university administrators, teacher mentors, and university teachers expressed satisfaction with PRESETT graduates' level of methodology training, exceeding the targeted 70%. All university teachers also stated according to the survey that students were well (47%) or very well (53%) prepared for the classroom.

Similarly, over 90% of school teacher mentors rated student teacher professional readiness positively, exceeding the target of 70%.

Although there was no survey question on the satisfaction with levels of methodological support from universities, the responses from school mentors in focus groups was mixed. This very much depends on the way the school manages their relationship with the schools and varies quite considerably across the participating institutions. Satisfaction with student methodology competence exceeds 90%.

No survey was conducted with learners directly. However, reports from school teacher mentors within focus groups suggest very high levels of satisfaction and we would not be surprised if a future study found that that this exceeded the target 80%.

The Ministry of Education endorsement of the PRESETT Methodology Programme is imminent and likely to happen without many barriers. The programme is highly regarded at multiple levels within the ministry.

5. Community and System

While the project is getting plenty of institutional recognition and internal MoES recognition, public recognition is likely to start to build from here on in. The project has been quite low profile to date, but the planned event publicising these report findings in November 2019 is likely to stimulate more press coverage and social media promotion.

The detailed examination of results below is organised according to individual stakeholder groups in an attempt to give a sense of how successful the project has been across the board and to highlight the differences in perspective of each group as it pertains to that success.

Student Teachers

Both student teachers in EMC (85%) and TMC (65%) are highly complementary of this course, stating that it was very useful, modern, interesting and effective. They stated in comments that their needs as student teachers were taken into account more and that the course prepared them well for teaching. The high emphasis on practice including use of interactive tasks were singled out as particularly important.

Sample comments from the survey include:

I like such a methodology because it is incredibly interesting and involving. It gives the opportunity to improve the language skills, to interact with the groupmates, to prepare and conduct our own mini-lessons to the groupmates.

I would rather be enrolled on the revised methodology course because it gives deeper and more clear understanding how English should be taught at school nowadays.

This version is more interesting and effective because students are involved in creative tasks and exercises that is better for their realising of ways of teaching language.

I graduated pedagogical college and I learned traditional methodology course of English. So, I have some experience to compare with. I do like a revised version. Because we had a great opportunity to learn theoretical material using different

approaches and methods. It helps us to understand theoretical material better to master the skills of working in pairs and groups that help us to improve our speaking skills.

The increased opportunity to use English throughout all lessons was also singled out as positive since many students take this course with the aim of improving their own language ability

Opinions of EMC students

They greatly appreciate the interactive nature of the lessons conducted by university lecturers which include a lot of activities. They are also given the opportunity to express their own thoughts and experiences, which are treated with respect by teachers. The increased opportunity for language practice has also enabled them to increase their proficiency levels through the course. This is one of the main motivations for taking the course (see below).

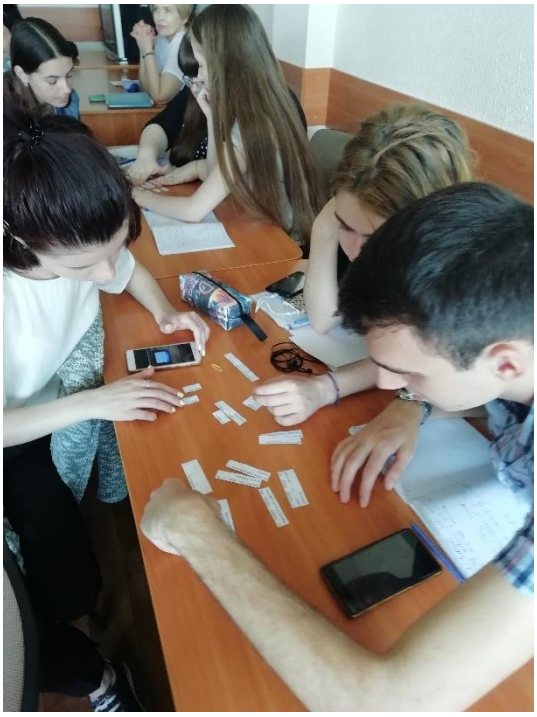


Figure 3: Student teachers engaging in interactive learning activities as a regular part of EMC

All students on EMC have notice some improvement in their English language ability with 56% saying it was great improvement. No official testing has been done, (though this would add to the veracity of the evaluation) but a rough estimate on my part is that EMC graduates have an average C1 to C1+ level of English while TMC graduates are generally B1+ to B2.

They see the course content as practical and meaningful. They can see how what they are learning transfers to the classroom, and recognise that there is recycling, but not repetition in the course. They are rarely, if ever, bored on the course, and feel inspired to be creative and contribute actively.

They are learning iteratively and collaboratively. They appreciate the amount of preparation the lecturers have put into their lessons and determine to do the same for their own students.

When asked what the main learning points on this course were for them, one group stated:

We have to be psychologists. No matter how many people you know, or how much experience you have, you have to find the way to students' hearts to be able to help them learn, and you can make them hate you if you do it the wrong way.

We can use lots of different techniques to plan lessons and make them more interested in the language.

We want everything in harmony and take lots of different factors into account when we teach.

We can't know everything, but we can do what we can and have fun while learning and teaching students.

They are able to express their views on language learning and teaching in a deep and sometimes profound way. The level of academic discussion in the focus groups and witnessed in classrooms was really very impressive.

Key success factors itemised by students in focus groups were:

Figure 4: Student teachers discussing issues in classroom dynamics in an EMC class

Learned how to communicate with students and use a number of techniques and make our own activities.

Our teachers practice what they preach. We learned a lot through their demonstrations.

Interaction is the main key. It created an immersive learning environment that was interesting and enjoyable.

They made us think so we can make our students think.

Problems were limited to some topics requiring more time than others, and timetabling issues, with the most common opinion being that the course is well designed, well delivered and prepares them well for the workplace. As one student put it:

> *I see no problems. It is the perfect course.*

Requests for improvements also generated similar responses with common requests being for more material and information, or aesthetic enhancements like background music.

Student requests for further study on an MA course were mainly focussed on:

> specific methodologies such as Content Language Integrated Learning (CLIL), developing leaner autonomy, dealing with special educational needs (SEN) and integration of technology
>
> working with specific learner groups: adults, young learners, older learners
>
> exploring research methods in more detail

When asked what advice they had for anyone about to start on this course, responses included:

Do everything on time

Speak more

Back up your documents

Prepare better for microteaching and spend more time on planning.

Pay attention to the teachers' examples.

Reflect more on our own learning experiences

Student responses, then, were extremely positive, as can be seen in the following quotes:

We are very thankful for such an interesting course. When I started, I thought we would learn a lot of rules, but I am pleasantly surprised at the levels of interactivity and the range of techniques that we are learning.

We fell in love with this course.

It is really important to use interactive activities to stimulate our students learning.

This course needs to be accepted on a government level and should be taught across all universities. It is a must have. It should be the law!

Figure 5: Receiving feedback after demonstratiing a learning activity

Opinions of TMC Students

What surprised me greatly was that the students who had taken TMC also felt that EMC was far superior. The survey results showed that 65% of TMC students would rather take EMC and this was further backed up in focus groups. This does not mean that they think TMC is a 'bad' course. TMC is also regarded well by student teachers:

the teacher gave us a lot of information about the methodology of teaching

We need to be very disciplined and that is hard but it is good for us.

It gave us the opportunity to understand how the language works through the methodology is much deeper.

They have also learned similar content. When asked to list key learning points on the course, they mentioned similar topics to the course content on EMC:

- Lesson structure, staging and lesson planning
- Drip feeding instructions and information
- Praising students
- How to choose appropriate materials and textbooks.
- Warm up activities
- Classroom management
- Emotional intelligence strategies. How to cope with anxiety and build self-awareness.
- Games for learning

It must be noted that in the two schools visited that still teach TMC, changes had been made. More classes than in the past were taught in English in H.S. Skovoroda National Pedagogical University, with Vinnytsia State Pedagogical University using

EMI completely. There was a lot more interaction in the Vinnytsia State Pedagogical University version also.

However, there were a lot more negatives about the traditional course. While students said that, *'it helped a lot on how to teach grammar and pronunciation',* it was also *'just basic information: We need more experience.'* And *'It was very short: Not enough to be able to go into a class and teach.'* This focus on time, or rather the lack of it, is a recurring theme, *'Theory without practice is just unproductive. We did get some practice but it was quite brief and we should have had more.'*, '*Brief and not so productive.'*

Where TMC Student Teachers were positive about their courses, there was often an actual or implied 'but':

Yes (the course did prepare us for teaching children in the classroom). We had to produce lesson plans for each class. This gave us a clear understanding of lesson structure. It would have been better to see real children in schools. We watched videos but didn't have school-based practice.

When asked whether they would rather have taken the EMC, the response was overwhelmingly in its favour:

The Experimental course gives a lot more school practice, one semester of theory and once a month practice was so little, and so difficult. We were like blind kittens. We didn't know how it worked.

We devoted more time to writing documents rather than using the language. They have more choices.

Our teacher in methodology was good but the teaching practice and documentation was problematic.

There was also a desire to reduce the number of subjects not directly related to their area of professional interest. Such subjects were seen to take up too much time in the curriculum and to be of little benefit to the learners. There is a great deal of passion associated with this issue. Students do not want to waste their time studying subjects they see to be of little or no use in their futures. The baseline survey showed that 55% of study time is spent on non-pedagogy subjects. The New Ukrainian School guidelines recognise that the over-crowded, over-academic curriculum is a major issue in secondary education (Gryshchenko, 2016, p. 4). The students believe this is still a major issue in the Pedagogical University curriculum.

In Vinnytsia State Pedagogical University, where the teaching methodology for both EMC and TMC were the same, this was noted by the student teachers:

I liked the teacher: It was the same one for two years. She was quite good doing her job (sic). I didn't find any difference between the content (I compared with the new methodology group) because we got lots of interesting new activities.

So the students on these courses are critical of their own education and know when they are being short-changed, even when the institution attempts to even the playing field!

The main message again and again was:

Add more practice. More time in schools with real children. There is too much reliance on micro-teaching. Adults can't pretend to be kids…

Figure 6: Student Teacher focus group in Pavlo Tychyna State Pedagogical University, Uman

Guidance within schools

While many student teachers had a very positive relationship with their school teacher supervisors, there were multiple issues in this area. Problems with supervision within schools were discussed by students on both EMC and TMC. School teachers in some cases seemed not to know how to support or mentor their supervisees:

Some of us faced serious problems in school because our lessons were terrible and the teacher mentor told us they were horrible. She didn't take us seriously and didn't guide us. We didn't get enough guidance in advance of the teaching practise either.

Some of the tasks we tried in class were too difficult for children. It would have been better to have them approved in advance.

This points to potential issues with school selection, school-teacher preparation and orientation of the student teachers as well as the teacher supervisors. There were also disconnects between taught theory and teacher supervisor and learner expectations:

According to the methodology course our workplans were not bad, but the children hadn't seen that type of activity before and they were unable to do it. Again, the teachers at school were thinking about us not as students who want to learn something about teaching but as someone who assesses them and people who are already qualified as teachers so it was really difficult.

Figure 7: A successful working partnership between a Teacher Mentor and a Student Teacher

Students aren't used to taking part in games. They are taught by old teachers with old teaching styles. There is a generation gap.

Many people were happy with their teacher mentors and this made a big difference, but it was clear that there was deep seated dissatisfaction about less optimal experiences:

There was a lack of encouragement from mentors. So, a lot of people became unmotivated and didn't even find any goals for the course and didn't know why they should do it.

Main problem is motivation of teachers to motivate students.

School teachers are afraid to create something new.

A third area of dissatisfaction was resource availability:

The bulk of our literature is from the Soviet Union.

Some of the textbooks and learning materials are really old and out of date (40-50 years!)

Language proficiency of EMC and TMC student teachers

Language proficiency levels of the EMC groups I talked to were C1to C1+ in general. TMC students were largely B1+ to B2. The students themselves acknowledge this. Without prompting, students in H.S. Skovoroda Kharkiv National Pedagogical University noted the potential reasons for this:

Their English is much better than ours. Perhaps because they get more practice. They are using it more with children and are more motivated.

In field notes in Vinnytsia State Pedagogical University, we noted that it was much more difficult to converse with the TMC student group. There seemed to be a distinct lack of confidence amongst them and they were not as able or willing to express themselves as well as their EMC peers. The only difference between these students was the nature of their methodology course.

Performance of EMC student teachers

It was not only language proficiency levels that were impressive. The quality of student work was also very high. In Appendix VI, we have included some images of actual student work from portfolios. More examples are available on request. As

writing samples, they may also be an indicator of language proficiency. Because of the short duration of this evaluation, an in-depth analysis comparing TMC and EMC students based on their course work was not possible, however, this would not be unfeasible in future.

From these few, randomly selected samples, you can see that the level of reflection, the form of description of actions taken and results achieved, the specification of learning plans and the coherence of thought in those plans represents a very high level of performance.

We were privileged enough to be able to watch student-teachers micro-teach in each target institution. This was set up in such a way that a year 4 student micro-taught year 3 students that they had never met. In all of these 'sample classes' We were impressed by the forms of activities, the creativity of the content and the process types used, the coherence of lesson structure, and the level of reflection on their performance post lesson by the student learners.

The description of their abilities by their lecturers during focus groups is very accurate. They:

- are autonomous
- can reflect on what they have done
- have mastered eliciting
- are independent thinking
- are more creative
- know more about psychology and develop interest in new pedagogical approaches
- can use backward design well
- give feedback to each other in constructive ways
- are ready to take feedback and use it constructively and help their development

Motivations of EMC and TMC student teachers

One of the aims of this project was to increase the number of teachers deciding to enter the teaching profession. However, this may be working against much larger background social, economic and motivational issues:

Many people on this course do not want to be teachers in the future. Most (80%) don't want to be teachers. English language and second language improvement is the main goal. Most universities don't teach the language itself or teach it in combination with another subject like science or maths.

Many students noted that teacher salaries in Ukraine are so low that it is not an attractive option to go into a state school. The massive gender gap in Ukrainian schools is also blamed for this (80% of teachers in secondary are female according to UNESCO statistics, http://data.uis.unesco.org/index.aspx?queryid=178), as traditionally men are seen as breadwinners and teacher salaries are too low to be able to sustain a family, making the profession unattractive to men.

Many student teachers do work part time as teachers already, however this is mostly in the private sector and as tutors for younger learners. In Pavlo Tychyna State Pedagogical University, Uman, 80% of the students we talked to, had such positions.

When asked whether they wanted to go into teaching in future, most said that if they did, it would probably be in another country. China is a major draw for many students because they are offering attractive remuneration in an exotic cultural environment. This has been spurred on by some alumni starting up their own schools in China and acting as a draw on new graduates. Other potential areas of employment are call centres, who pay better than teaching. The English language level that these graduates are achieving could open up many doors for them in industry and commerce post-graduation.

Figure 8: Mid lesson observation in Vinnytsia State Pedagogical University

Generally then, both courses are well regarded but EMC is better regarded than TMC. It is seen as preparing student teachers more thoroughly for the classroom, helping English language ability develop more and helping give student teachers the confidence they need to be functioning professionals in the workplace.

University Lecturers

The university lecturers we met are a very dedicated, hard-working, capable group of teachers. They have the best interests of their students at heart and are committed to contributing to increasing the quality of education in Ukraine.

Student views of lecturers

Student opinions of university lecturers is high:

One of the key success factors was the proficiency of the teacher: she really knows what she's doing and is devoted to her job.

The teacher always knew the line between encouraging and diminishing something. She pointed out mistakes but didn't berate us for them.

There were also compliments for the way the programme had been organised. As student teachers, they were 'looking behind the curtain' so to speak and approving of what they saw:

Programme organisation: one thing at a time building on top of each other with a building challenge.

Testing was done really well.

Figure 9: Lecturer focsu group in H.S. Skovoroda Kharkiv National Pedagogical University

Lecturer views of students

When asked what differences they see between the EMC and TMC student teachers, lecturers stated that EMC students are more motivated, more practically oriented, want to go into teaching more, and many have changed their minds in this direction during the course. They have more confidence, more awareness of learner needs, they take more responsibility for their own learning and they are more self-directed. They are not afraid of expressing their thoughts, are open to changes in the classroom, and think more critically. They anticipate problems and deal with them in advance and they treat other teachers as resources and colleagues. They describe classes as having a team spirit: they enjoy interactive and dynamic classes, and their social skills have developed as a result.

> *They are not afraid of making mistakes when they speak English. They are less stressed. They focus more on learning and communicating than making mistakes and prefer delayed correction.*

> *They are deep learners, not surface learners: In a teacher-training session run by a Missouri State university professor, she pointed out the depth of the questions and all of the questions came from the EMC students.*

They also believe that there is a clear proficiency difference: greater vocabulary range, more collocations, better writing skills at a good C1 level. (See Appendix IV, Q14 for some of the particularly detailed responses on this topic).

In contrast, TMC student teachers are described as less interested, they see teachers as traditional teachers who will tell them what to do. They prefer immediate correction They follow the text books, and don't use authentic materials as much as the EMC students. They teach the book rather than the students and see colleagues as rivals. Because the number of contact hours is so low, they don't have the time to be able to develop the appropriate English language or teaching skills.

The teachers also believe there is a clear English language proficiency difference *as* they are generally seen to be CEFR B2.

Figure 10: EMC lesson observation, Kyiv

In Vinnytsia State Pedagogical University, they divided groups randomly with no streaming, and students were informed of the differences in the courses. In H.S. Skovoroda Kharkiv National Pedagogical University, they chose the students with the strongest English to take EMC. However, the end result is that there is very little difference in quality between the EMC student groups, or between the TMC student groups across universities. As one lecturer noted:

> *When I was a student, I thought something should be done differently. This is it.*

Success factors and learning points

Table 3 itemises the compiled success factors and learning points gathered through the focus group discussions. The success of this project has to be laid at the feet of the lecturers involved in designing and delivering the programme. We can see that the course content and structure have a very strong influence on the success of the course. Simply increasing the number of hours has helped but doing so meaningfully and in an understandable and practical way has given the course more stature in the minds of the lecturers and the participants.

Attitudinal change has been a major factor on the part of the lecturers. Moving away from the traditional view of a lecturer talking constantly and being the font of all

knowledge has been a struggle for some but has generally been accepted as a refreshing change by most.

It has been really important to me to consider alternative roles for teachers.

I have found that implementing new methodologies in my English classes to model good methodology has helped me understand the new methodologies in more depth, and it hasn't been easy. But now I am at the point where I can enjoy the hard work and relax a little more.

Once this attitudinal shift has happened, there seems there is no turning back. Of the 37 EMC teachers answering the online survey, when given the choice, none said that they wanted to teach TMC. Similarly, although only two TMC teachers answered the survey, both of them wanted to teach the EMC.

Lecturers, having gone through the, admittedly difficult process of implementing this new course know the struggle other institutions may face and so are pragmatic in their views of how successful that may be. However, with such a buzz, and such positive results about the course, the chances of other institutions wanting to increase the success of their methodology courses is high. Having said that, this is where a study of the three institutions not taking up the course would be useful.

A strong vein in the comments above was that of teacher learning. Many of the focus group participants noted what, and how much they had learned from going through the course development process.

I have completely changed my teaching style based on training I have received. Student response has been that they feel less stressed, more enjoyable, and more motivated to learn.

They also note the extent to which they have started learning from their student teachers on the course. Multiple off-record comments included how the younger student teachers were teaching the 'old guard' about technology and how it could be used for learning. Lecturers also admitted to using examples of student teacher ideas in their own classes.

The importance of schools has to be highlighted here. Student teachers spend a large amount of time there. The way they are treated, the kinds of things they are asked to do, the types of teaching they observe and the levels of responsibility they are given has a strong effect on their motivation and professional identity. The relationships with schools are something that could be further fostered and perhaps good practice guidelines for practice-school management could be shared more thoroughly.

Table 3: University Lecturers views of the Key Success factors and learning points throughout the PRESETT project

	Success Factors	Learning Points
Course content and structure	High number of contact hours Interaction between university sessions and school practice creates a real link between information, theory and practice. Mini-lectures and more focus on practice Much more student centred, nothing is imposed. It is discovery oriented and allows learners to come to their own conclusions. Student involvement and consultation.	Finding and developing teaching resources. First year took a lot of time for preparation, second year was a lot easier and now we will be more comfortable. Very demanding for us as we are not always equipped with the correct answers. But that is challenging, and we need to learn and be flexible. Moving away from teacher to student centredness: More group, team and pair work and lots of group switching. Rearranging the desk setup More responsibility for teaching each other in the classroom Boundaries are blurring between English classes and Methodology classes. In English class, we can discuss methodologies used and in Methodology class, we can learn new language.
Attitudinal change	Many teachers had an emotional response to the new courses New ideas, new content Raised awareness of importance of practical methods.	Readiness of staff needs preparation. They do not accept new methods and ways of teaching. Need to change themselves first of all, then they can make changes. Could take some years for others to join. Opinions are fixed and they need convincing We have learned to work in teams.
Teacher Learning	In-service training: A chance to see well-made lesson plans Improvement in our own teaching: Seeing students as partners in the classroom Using backward design Thinking strategically about a series of learning sessions and assessment at the beginning.	I don't know about students but the teachers learned a lot! I have learned more about meeting learning outcomes

Schools	The schools: without them, we couldn't do it. Partnership between schools and university has been developed.	Negotiating with schools. Explaining pros and cons. Previoulsy, our students were trouble makers in schools. Now they are delivering better quality lessons and are considered an asset.
Assessment	Formative assessment and the form of the assessment (possibly critical in changing motivation to being more integrative) Form of feedback is non critical and more reflective.	How to use portfolio assessment affectively. We still need to work on that. Stopped echoing so much and started using other forms of error correction and feedback.

Finally, assessment is an area where both teachers and students feel the course does very well, although there is some concern that there may be too much of it. The portfolio system is generally praised but the students feel it is a burden to keep up and the Lecturers are unsure what to do with them when they receive them. This is one area that does require some attention. The open book exam, record keeping of observations and individual tasks are all well thought of, though there is some concern that some of the assessment tasks are overly bureaucratic and potentially less meaningful. The assessment process would benefit from an in-depth examination and pruning.

School Teacher Mentors

The process of moving gradually into full-time teaching is useful to student teachers: observed practice in year 2; activity teaching in year 3, and lesson teaching in year 4. One veteran teacher mentor of 13 years' experience noted that:

The programme is very important to help student teachers absorb the experience of our teachers and compare their observations with the written materials and theoretical descriptions. Our school proposed students to take part in actually delivering teaching but mostly, they are teaching assistants. For each lesson they have an observation plan. They need to fill in the form and compare to their methodology materials. There is not enough time for post lesson discussion, but it would be a good idea.

This last point is important, there were several comments about the lack of time set aside for pre and post observation discussion. Another teacher noted that:

They are not involved in planning so much. I would prefer more pre-lesson or post-lesson discussion. Maybe 20 minutes extra to discuss the lesson afterwards and maybe 30 minutes for planning.'

This suggests that the Mentors themselves need more time to become more available to the student teachers and to facilitate more discussion on planning procedures and to share their thought processes both before and after the lesson.

Figure 11: Meeting school teacher supervisors, H.S. Skovoroda Kharkiv National Pedagogical University

We need more mentor teachers who are interested in implementing non-traditional methods. However, this is a difficult process that requires specific skills through training. The university-school partnership should be developed. This is a great project that unites different educators of different ranks and ranges. Some schools are not too happy about having these students come to schools. In the past teachers were paid for doing this. Volunteering places an additional burden on the teachers. Financial rewards or reduced teaching loads would be appreciated and may increase school interest in participating.

It would be good if all mentor teachers could have mentoring training. I can disseminate ideas but I don't feel comfortable running training courses in it, though I know it is costly. This can be organised through universities during school holidays: there is a negotiation about the logistics and practicalities of running such a programme. Another issue that turns up is that the student-teacher or their supervisor makes specific demands of the school [grade levels etc.] during teaching practice which can be difficult.

Furthermore, current guidance restricts them to classroom assistants, but a more collaborative approach, earlier, would be useful according to both student teachers and mentors.

Two head teachers mentioned the issue of official certification for INSETT delivery. Currently universities and British Council are not registered INSETT providers, but this would be useful as existing British Council programmes could easily be implemented more widely.

Describing Student Teachers

Teachers at schools who mentor student teachers characterise the differences between EMC and TMC students in a similar way to their lecturers. Here are the answers from Vinnytsia State Pedagogical University which are echoed across other locations:

> ***TMC students** are less self-confident, have more psychological barriers, are not prepared for the experience of being in the classroom. They are plunged into the process and try to apply everything in one or two lessons. They forget about self-reflection, or outcome achievement. They have to be reminded what to do and how to reflect on the lesson each time. It is not automatic. They rarely use ICT and need more time to adapt to the classroom atmosphere.*

EMC students *have no fear, are more ready for the classroom. They are more targeted when they first come to class and know what to look for. They take a more student-centred approach. The students feel more important in their classrooms. This is a significant difference and prominent feature in their teaching. They reflect automatically: it is a must do for them. They think about what they are going to achieve and evaluate at the end of the lessons before they start planning. They use more interactive methods. They don't use translation tasks. They use visualisation, body language, and play with their voices. Noise is not disruptive for them, they embrace it. They think it is better that the students talk more than the teachers. They take into account multiple intelligences. They get students to move around the classroom and monitor students closely. They change activities based on student needs and interests. They never ask direct and simple questions, they most often ask why and examine topics deeply. They almost always use the smart board, or some form of technology integrated into lessons. They see the issues with traditional teaching methods, are politely critical of them, and can describe alternative methods for dealing with these issues. They get more positive feedback from students: they get hugs and kisses when they leave and sometimes get letters afterwards. They are motivated by this and are interested in becoming teachers in future This is much rarer for TMC students who seem to be glad that it is all finished.*

Figure 12: EMC students in Kyiv learning to be more interactive

Even a mentor with only a few years' experience can see a difference in the EMC students: *'having been doing this for two years, I have seen increase in confidence and increase in range of repertoire.'* Furthermore, a direct connection was made with the change in observation practice:

> *The 'passive' approach to observation was useless for people who were not interested. This new active involvement way of doing things involves them and decreases their fear of dealing with students and they can get used to the actual job of being a teacher. Main problem with old course students is that they were scared of the kids and didn't know what to do.*

Teacher Development

The experience of mentoring has also led to significant effects on school teacher teaching practices. Because they are observed, teacher mentors feel more responsible. They tend to be more careful about their own teaching and spend more time planning and organising classes. Reflecting on their own teaching practice has become a lot more common among the teacher mentors, and their own teaching has become a lot more learner centred.

This experience has been highly beneficial to me as a teacher to help me understand what I do and how I teach. My teaching has changed. I have been motivated to work harder and prepare more carefully. I have experimented with using new forms of activities like definitions of vocabulary reinforcement, games, linking, warm-ups.

This is also stimulating desire among the teacher mentors to develop further and explore their own teaching more:

It stimulates us to research. I want to research more the issue of academic honesty for example; we were never taught about SEN so I research into strategies of how to deal with them and attend seminars in those; how to give feedback properly (less character feedback, more on specific behavioural change). It was interesting to me to find that their feedback on my lesson was very useful. They are more attentive to details and more analytical, found some flaws in my lesson and this is very helpful.

University-School Communications

Of all the aspects of the project we examined, this was the least consistent. There are large variations among the universities of how rigorous this is, how much orientation school teachers have and how closely student progress and even attendance is monitored:

We don't get very much support. Some of the students should be supervised more. Some are more motivated than each other and levels of knowledge. Some skip or do not regularly attend. Deputy head doesn't know the reporting mechanism for that.

Teaching Practice Supervisors may need tighter guidelines as skipping class observations might be more frequent than expected. There might need to be a review of that monitoring system.

There should be closer discussion between university and schools. More regular meetings and phone calls perhaps. We do feel that the university staff are approachable bit more contact would be helpful.

To me it seems that communications between university and school is not optimal. The university response is often defensive. The teachers seem unhappy about being here.

More discussion among institutions and defining of good practice in this regard would benefit the students and school mentors involved.

We need more mentor teachers who are interested in implementing non-traditional methods. However, this is a difficult process that requires specific skills through training. The university-school partnership should be developed. This is a great project that unites different educators of different ranks and ranges. Some schools are not too happy about having these students come to schools. In the past teachers were paid for doing this. Volunteering places an additional burden on the teachers. Financial rewards or reduced teaching loads would be appreciated and may increase school interest in participating.

There generally seems to be an understanding that difficulties can be negotiated when they arise. In my view, however, difficulties should be anticipated,

circumvented and mitigated where possible. Further suggestions for improving the relationship between universities and schools came from H.S. Skovoroda Kharkiv National Pedagogical University:

> *Every side wishes the other side to be more supportive and more helpful. I think we are quite satisfied. Some organisational processes could be better but often that is about specific circumstances and we can call and contact them and it will be solved.*
>
> *Sometimes when I am working with students, the university teacher helps me in difficult situations.*
>
> *I really like being part of this programme. It makes me feel that I am contributing to the development of future teachers.*
>
> *Sometimes I get annoyed that I don't know what they are going to be observing. Perhaps notification by Viber in advance.*
>
> *Learning how to give feedback and the language for doing so was very important.*
>
> *It would be useful if we could receive some training in methodology to keep ourselves current.*

University Rectors

All universities visited noted that they had a great deal of support from their rectors. All rectors displayed an in delph understanding of the programme, its aims, the difficulties faced in implementing it and the successes achieved. They were all able to discuss the project in depth and all held it in high regard.

As one dean told me without hesitation:

> *Graduates are better prepared to go into the classroom. They know what to do on Monday morning. They have strong practical competencies. They have already encountered teacher career challenges and know how to deal with them. They know how to deal with real situations in real classrooms. The hands-on experience and active teaching practice has given them experience in planning and knowing learners better.*

EMC has made such an impact in these four universities, that it will now be the only methodology course taught for English language teachers. Furthermore, a similar approach is going to be taken with other foreign language subjects, and moves are afoot to spread the methodology of EMC to other subjects. This is under exploration at the moment but is being taken seriously as a consideration.

Rectors noted that taking part in EMC development and implementation has led to more teachers becoming more interested in the methodology programme. This has grown organically. People with PhDs in linguistics and literature are more interested in it. And many teachers within the universities have undergone internal training on the EMC methodology in summer and winter schools. They have also noticed that there is more interest in CPD, their teachers have changed the way they teach: used the knowledge and skills from the new course so that their lessons are more learner centred.

In H.S. Skovoroda Kharkiv National Pedagogical University, the Rector and Vice Rector are interested in the programme, and lecturers in general pedagogy are interested in approaches to observations which they want to bring into teaching of physics and chemistry for example. This is also happening in Vinnytsia State Pedagogical University where the Rector intimated that they were, 'Very happy to be a platform for implementing new innovative ideas. It is an effective programme and we are great supporters of the project.' Teachers are dynamic and enthusiastic about their jobs and passionate about making this course work. The university leadership is most impressed by this and thankful for the efforts of the project team.

Figure 13: Meeting with Rector and Dean of department, H.S. Skovoroda Kharkiv National Pedagogical University

The Rector went to tell us about future plans to use the EMC course methodology not only to improve teaching practice across all subjects but to implement a whole new EMI project:

> *There is an intention within the university to spread the methodology of this course to all other subjects. We want to introduce international programmes for education to the university. We need teachers who can teach subjects themselves and methodology courses in English. This experience of using international standards will be spread to all other departments within the next few years. We have already started introducing this approach in some departments (theology, physics, mathematics and technology, history, ethnology, and law) where small groups self-select to study in English at bachelor's and master's level. After the entrance tests, we recommend students with the highest scores study in English.*
>
> *We need to train teachers within the university in the new methodology, run by the PRESETT project team and other staff from the English department during the vacation periods. The plan is to start next year in all university departments. Current experimental groups have been studying for three years and many more students want to participate. The problem is teacher levels of English are not high enough to be able to do it, but we hope that will change over the next few years.*

There was a caveat from this rector. He has concerns about the wider education system reacting against changes such as these:

> *As we are a state university preparing students to enter secondary schools, it is clear that we need to prepare teachers that can prepare students for 21CS.*

Good English is part of that. These teaches in the New Ukrainian Schools need to be able to realise the vision for the country.

The main thing is that university needs to make an impact on is the motivation on students to go into schools. We hope that the new programme will motivate more teachers. Feedback from the principles is that they are performing very well and the students are very different (in a positive way) from what they used to be.

The issue may be that the system can break them. This flame can be extinguished easily.

In Pavlo Tychyna State Pedagogical University, Uman things are moving more slowly, but in the same direction. Their Vice Rector informed us that everything in the implementation has gone very smoothly and that they have solved problems as they go along. He believes the university curriculum is over-crowded and that this kind of practice-oriented approach is a way to solve that overcrowding in other subjects.

He said that there are discussions happening, but as yet no concrete steps are being taken. However, they have been informed and the university leadership will support the adoption of a similar approach to the learning about teaching other subjects. Ukrainian philology, physics and mathematics have stated desires to move in the same direction as EMC, and they are working on it, but they do expect those departments to be ready for some time yet. It is falling on the EMC project team to spread the basic methodology in Ukrainian to the other subject teachers. In reference to his project team, he notes that the they have become more dynamic and have totally transformed the curriculum. They are very active in attending and presenting at academic conferences, that they are inspired and they work very hard.

This Vice Rector also noted that it is support with the process elements of this project that helped the team the most, not the products. The products are useful but enabling communications, giving logistical support, financial support with travel expenses, preparation and meeting time has most facilitated the success of the project.

All rectors interviewed recommend that other universities join the programme and implement the EMC as soon as possible. They are also all happy to be a part of a future dissemination conference, or panel of Rectors who could speak to other Rectors and spread the message that this is the way of the future for Ukrainian education.

Recommendations

The following recommendations arise from the findings above. Many have been suggested by the interviewees in this evaluation study. Our suggestions have been tested within interviews and focus groups and all have been received favourably. Recommendations and separated by key active stakeholder group. In other words, the recommendations are for the stakeholders that have the responsibility for taking action to improve on the current situation.

The Project Team

The project team need to be given the resources they need to finish the job they were originally tasked to do.

Finalise the current EMC:

Edit materials to reduce redundancy, increase efficiency and rebalance the curriculum content

Rationalise assessment schemes

Create guidelines on portfolio use

Prepare workbooks to be used for future cohorts

Develop an MA programme in line with the EMC. Potential MA-level course topics for the English teacher course include:

Specific age groups: adults, teens, young learners

Levels and forms of content integration: ESP, CLIL, EAP, EMI

Specific areas of methodology: Assessment, materials design, developing learner autonomy, SEN, technology integration

All of this to be based on a foundation of **action research**, including deeper investigation of research methods.

Actively disseminate findings from this report and their own experiences to non-EMC project universities

Lobby MoES to develop an Online School Development Network (see below).

Discuss potential for **INSETT collaboration on a local level** with INSETT Institutes.

MoES

MoES can help the spread of the EMC by sponsoring the following activities:

EMC Approval and dissemination

Officially approve the new methodology course.

Support the revision of the current course by the original project group, including **final editing and production of course or module workbook**s.

Recommend national implementation to all pedagogical universities.

Fund and support a working group to prepare a **framework teacher preparation curriculum** for all pre-service teachers drawing on the lessons learned from EMC and taking into account subject-specific issues.

Fund **translation of the core transferable teaching skills** information into Ukrainian to enable training of teachers of other subjects in the new methodology

Fund and support a working group of teachers tasked with developing **MA-level courses** based on similar principles.

Standards

Define clear **teaching standards** for entry into service:

Define **starting level English language proficiency** teacher competence standards based on novice teacher performance according to the stated course outcomes.

Produce a **development framework** that defines levels of teacher development and professional achievement.

School Network Development

Develop an **Online School Development Network** starting with schools currently hosting student teachers from universities implementing the EMC.

This would be **managed by the pedagogical universities** as the development hubs.

Each university **supports schools which host student teachers in meeting the MoES standards**. Other schools in the area can apply to take part in the programme and meet the standards when ready. This will generate potential school sites for teaching practice and instil a pro-change ethos among local schools.

Each school that meets MoES developed standards **adopts one or more schools** yet to embark on the process. They mentor those schools through the development process to help them to meet the MoES standards.

Pedagogical universities **coordinate**:

- agenda setting,
- idea and materials sharing,
- collaboration on research,
- participating in and initiation of appropriate development projects, and
- support the implementation of new methodology across all subjects.

INSETT

Increase the number of organisations that can provide INSETT:

Recommend New Methodology Course content in **INSETT Institute training**.

Promote active collaboration between pedagogical universities, British Council and INSETT Institutes.

Pedagogical Universities

EMC Approval and dissemination

Adopt the Experimental Methodology Course **as standard**.

Finalise documentation and present to MoES for approval.

Translate core transferable teaching skills information into Ukrainian to enable training of teachers of other subjects in the new methodology.

Participate in the **development of MA-level course** based on same principles as EMC.

Standards

Define **novice teacher performance standards** based on course outcomes.

Support the **development of an Online School Development Network**

Actively manage and coordinate the network

Recruit new schools into the network

Support adoption of partner schools which are mentored in the development process of moving from traditional to modern methodologies.

Train INSETT Institute staff in New Methodology Course content and methodology.

Collaborate actively **in partnership with INSETT Institutes** to develop quality among local schools.

Train all supervisors of student teachers in mentoring skills based on previous British Council training course

Define a **national research agenda** around the Next Generation School Teacher and the New Ukrainian School reforms, the New Methodology Course, and the standards movement.

Conduct research at multiple levels including individual tracer studies, classroom-based action research, local, regional and national studies which monitor and report on progress in achieving the vision of the New Ukrainian School, Next Generation School Teacher, national standards, and other quality assurance systems.

Conclusion

Many of the development processes mentioned in the recommendations are underway and simply need to be directed into a more systematic form. There is a strong desire among the project team to revise and finalise project documentation. They also feel that given the outline MA programme suggested above, it would not take long to develop the whole course. The problem is funding and allotted time from their institutions and the MoES.

Regarding the INSETT recommendations above the case of Pavlo Tychyna State Pedagogical University, Uman is illustrative:

In Pavlo Tychyna State Pedagogical University, Uman, we have changed the way we run our annual conference. We have now plenaries and workshops rather than paper presentations as in the past. This is stimulated by the new methodology course. We have trained our faculty as trainers of high school teachers. We currently work with ten high schools. They are more interested in working with us since the new methodology course was introduced.

This suggest that MoES considers development of a network coordinated and managed by universities using new methodology course as a way of informing INSETT courses and ensuring that INSETT institutes are running training courses that synchronise with the new methodologies being introduced. The methodology teachers from universities can become trainers that work with their school networks.

From those school networks, they select individuals to be trained as trainers to work with other high school teachers with which the university has no connection. Schools buddy other schools and run teacher development activities for their teachers. This is an organic form of growth. Only those who are ready need to take part. In future, there should be standards statements that schools have to meet, and it would be at that point that other measures need to come into play, if there are learning deficits in either the project or non-project schools.

Judging by the reaction of this headmaster, other schools should be very keen to join in this programme:

After my teaching practice in a Specialised School, the headmaster called me immediately and offered me a job. He complimented me on my professionalism, and I realised that this course has prepared me very well.

This is backed up by the following teacher mentor comments from Pavlo Tychyna State Pedagogical University, Uman:

It is important that this form of teacher training is promoted. It is a great way to increase quality among school teachers as well as student teachers.

Last year's student teachers performed very well. They are the best student teachers ever.

Appendix I: PRESETT Interview and Focus Group Protocols

The following protocols were used throughout the visits. Where necessary they were adapted to suit the emergent conversations.

MoE officials

What were the intended PRESETT project outcomes from the MoE perspective?

How well do you think the project has met the intended outcomes?

What makes you say that?

What evidence do we have that supports your judgment?

How satisfied were you with the project products and processes?

Please give one example of each

What do you think were the key success factors in the project?

What were the main learning points?

What are MoE intentions for the project from now on?

What are likely to be the key factors in ongoing success?

How sustainable do you think the project is?

What is its prognoses from now on?

How will the new curriculum spread beyond the 17 current schools?

Why are some schools still using the old curriculum?

What financial and hPavlo Tychyna State Pedagogical University, Uman resources will be devoted to future implementation?

Is there likely to be an effect on other languages and subjects?

Other comments?

Deputy Minister

What did the MoE want the PRESETT project to achieve?

How well do you think the project has met the desired objectives?

What makes you say that?

What evidence do we have that supports your judgment?

How satisfied were you with the project products and processes?

Please give one example of each

What do you think were the key success factors in the project?

What were the main learning points?

What are MoE intentions for the project from now on?

What are likely to be the key factors in ongoing success?

How sustainable do you think the project is?

What are its prognoses from now on?

How will the new curriculum spread beyond the 17 current schools?

Why are some schools still using the old curriculum?

What financial and hPavlo Tychyna State Pedagogical University, Uman resources will be devoted to future implementation?

Is there likely to be an effect on other languages and subjects?

Other comments?

Rectors/presidents/Department heads:

How long have you implemented the new methodology curriculum?

Are happy with it?

What changes did you make to the recommendations from British Council?

What changes have you noticed among the students?

What changes have you noticed among the teachers?

Has the methodology course had any influence on any other courses or teachers within the university?

Director of the British Council and English Leadership team:

Simon Williams, Director, Simon Etherton, Regional Director English, Zhanna Sevastianova, Head of English, Vika Ivanishcheva, project manager.

What were the intended outcomes from the BC perspective of the PRESETT project?

How well do you think the project has met the intended outcomes?

What makes you say that?

What evidence do we have that supports your judgment?

How satisfied were you with the project products and processes?

Please give one example of each

What do you think were the key success factors in the project?

What were the main learning points?

Success Factors	**Learning Points**

What happened to the PQAF recommendations?

What are BC intentions for the project from now on?

What are likely to be the key factors in ongoing success?

How sustainable do you think the project is?

What is its prognoses from now on?

How will the new curriculum spread beyond the 17 current schools?

Why are some schools still using the old curriculum?

What financial and human resources will be devoted to future implementation?

Is there likely to be an effect on other languages and subjects?

Why are you pulling funding at this point?

What are your expectations for the evaluation?

Other comments?

School teachers:

Do you have students from both traditional and revised methodology courses?

Do you see a difference in them?

What do you notice that students taking the new methodology course do well?

What would you like them do better?

Are you happy with the level of support from the university?

Have you noticed any changes to your teaching as a result of mentoring these students?

Other comments

Lesson Observations:

1. What activities/techniques help to involve students actively?
2. What modes of interaction are observable in the session?
3. What evidence is there of student motivation?
4. How are bridges created between theory and practice?
5. Is L1 used in the class? For what purposes?
6. What opportunities are created to help students to display understanding?

Post-lesson interview

Did you meet your lesson aims?

What were they and how did you do that?

Did the leaners respond as predicted?

What would you do differently next time, if anything?

How has you teaching changed as a result of teaching on this course?

Methodology teachers

Do you have students from both traditional and revised methodology courses?

Do you see a difference in them?

What do you notice that students taking the new methodology course do well?

Throughout this project, what have been the main:

Success Factors	Learning Points

Are you happy with the level of communication with the school?

What would you like to see more/ less of in the content of the revised methodology course?

How has your teaching changed as a result of teaching on this course?

Other comments

Student teachers

What do you like about the revised methodology course?

Has it prepared you well for teaching in school classrooms?

What were your main learning points on this course?

What were the key success factors from your perspective?

Have you had any problems with anything on the course?

Anything you think could be improved?

How have your teaching practice changed as a direct result of this course?

What would you like to see change in the future on this course?

What advice do you have for anyone about to start on this course?

Appendix II: University Telephone Survey Results

The telephone survey of all schools, other than those visited, who were involved in PRESETT, identified the number of students on each of the EMC/ TMC, and the number of hours for each course. We asked about how the universities had adapted the course from original BC recommendations, what the reaction has been from students in terms of their feedback on the EMC, what the institutional plans were for the future, and the influence EMC has had on other courses. Finally, we asked about Issues and requests for support in future.

Three universities started the adoption of the EMC but stopped implementing it at early stages: Drogobych State Pedagogical University, Berdyansk Sate Pedagogical University, Mariupol National University.

Seven universities implemented the full 660-hour course up from either 120 or 150 hours on the TMC:

Bohdan Khmelnytsky Melitopol State Pedagogical University, Nizhyn State University, Chernivtsi national university, Pre-Carpathian National University, Rivne State HPavlo Tychyna State Pedagogical University, Umanitarian University, Ternopil State Pedagogical University, Uzhgorod National University

Two universities have implemented a 330 hour version of the EMC: Zhytomyr Ivan Franko State University, Khmelnitsky Humanitarian Pedagogical Academy.

Adaptations/ changes from original BC recommendations

Five of the seven universities adhered rigorously to the British Council guidelines. Two other made minor adjustments due to contextual demands. There were some rearrangements of curricular material and one university reported having ‘no time for SEN’.

Reaction from students/ their feedback on the EMC

The telephone survey results are in-line with the survey and focus group results: overwhelmingly positive. Specific comments made during telephone interviews included that it is much more effective; school practice is the most helpful part of the course, classes are always interesting, fascinating and entertaining. The atmosphere is pleasant and friendly. Learning by doing is highlighted as a major positive, while thinking critically and working on projects were effective learning methods. Students are confident and think that the course helps them to become effective and successful teachers. Their level of English has also increased. They noted the difference between this course and other courses in the university:

> *The classes were polar opposite to those, we usually have at the university. They were energetic, full of creation and practice. I was really glad to see how the theory works; to learn some tricks while teaching and how to overcome difficulties that can occur during classes.*

Students like the communicative way of teaching/learning. They say that they come to the university because of the Methodology lessons. They are confident in English and are not afraid to teach school children. School mentors point out that these students are the best ever and regret that they (school teachers) were not taught in the same way as their student teachers.

Teachers also enjoy the EMC, despite the fact they spend far more time on preparing for the lessons and have improved their teaching skills as a result of it.

Future Plans

Six of the universities expressed the intention to only use the EMC from next year. Rivne State Humanitarian University mentioned developing an MA programme for which there is a strong desire among the other institutions. There is also a strong desire to revise and publish the curriculum.

Influence on other courses

Bohdan Khmelnytsky Melitopol State Pedagogical University mentioned that they conducted a series of workshops for university teachers of other subjects and received positive feedback. Some of those teachers are thinking about the implementation of this curriculum in the process of teaching other subjects.

Chernivtsi national university reports that their teachers from other courses are implementing new approaches to their courses and they are seeing positive results of learning by doing. Students are developing life-skills together with language-skills during History of English for example, they communicate, collaborate and think critically in all the subjects.

Three universities mention that the Goethe Institute has implemented a programme for German at their institutes which has similar content to the EMC.

Issues and requests for support in future

The main concern among institutions is the lack of an MA programme. While experiments are being conducted, an organised development programme would be greatly appreciated. Other issues mentioned were the development of research skills, teaching adults, and reviewing the continuing assessment system. Mention was also made of the challenges met in involving school teachers in teaching practice along with the need for mentor training for these school teachers.

Appendix III: Survey Results: Student Teachers

Students taking the Experimental Methodology Curriculum

Answered 150

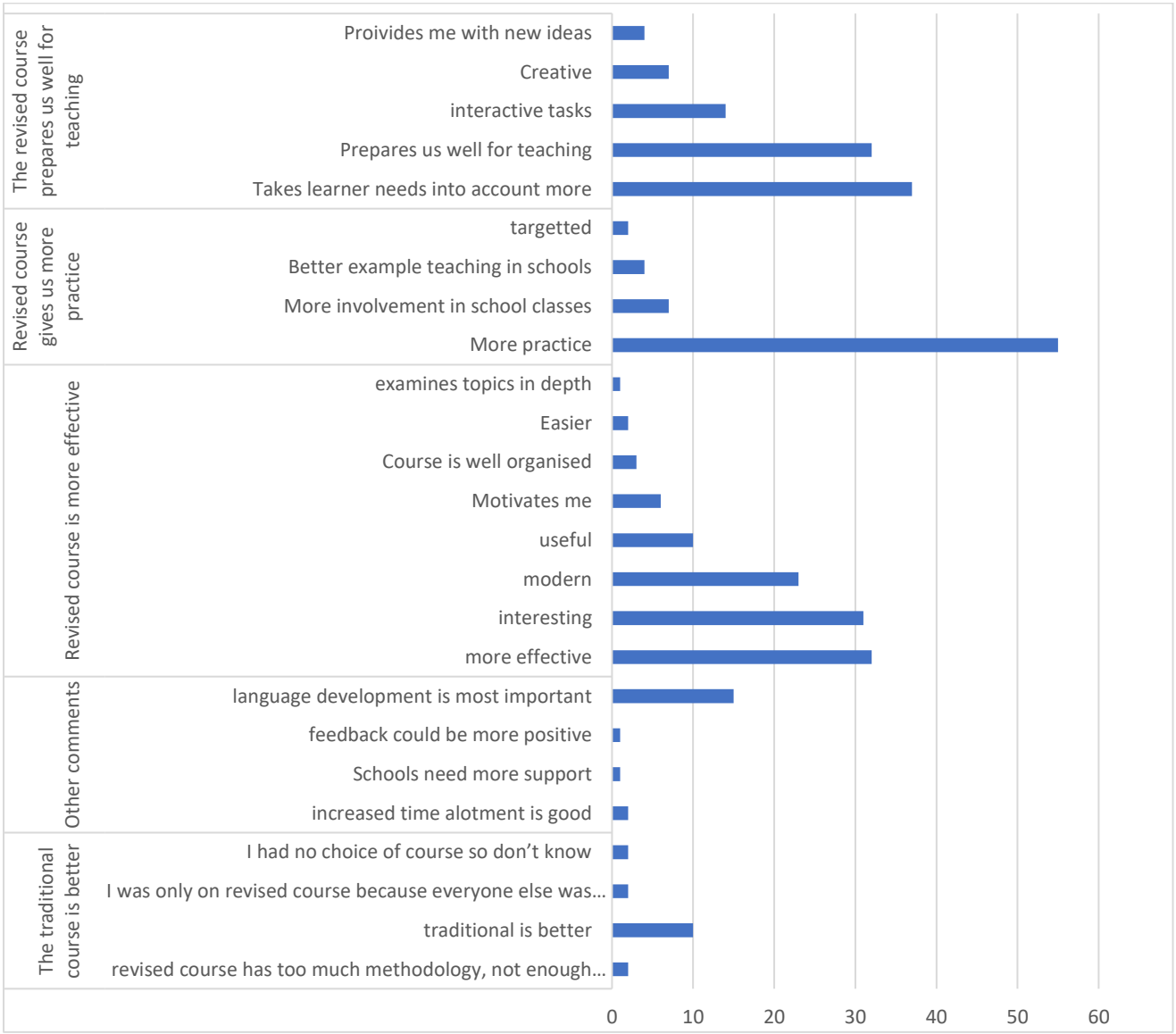
Q1. Which year are you in at university?

Answer Choices	Responses	
1 year	8.00%	12
2 year	19.33%	29
3 year	23.33%	35
4 year	49.33%	74

Q2. Given the choice, which version would you rather be enrolled on?

Answer Choices	Responses	
Traditional	15.33%	23
Revised	84.67%	127
	Answered	**150**

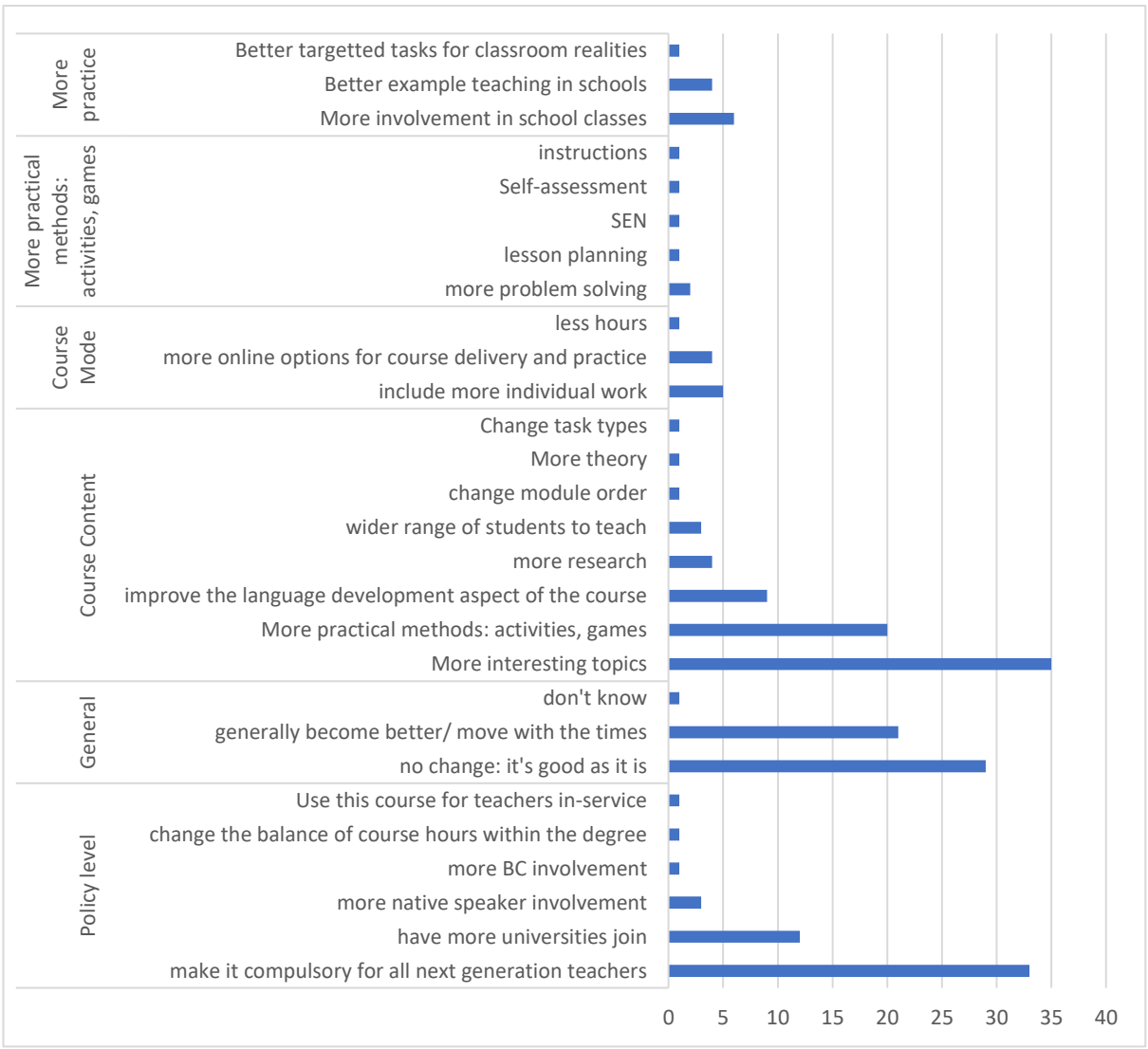
Q3. Reasons for your answers to Q2



Q4. Have you noticed any improvement in your English language ability?

Answer Choices	Responses	
Great improvement	54.00%	81
Some improvement	42.00%	63
A little improvement	4.00%	6
No improvement	0.00%	0
	Answered	**150**

Q5. How would you like to see the methodology course develop in future?



Students taking the Traditional Methodology Curriculum

Because the numbers of students responding were low, all responses are included here.

Q1. Which year are you in at university?

Answer Choices	Responses	
1 year	0.00%	0
2 year	0.00%	0
3 year	3.85%	1
4 year	96.15%	25
	Answered	**26**

Q2. Given the choice, which version would you rather be enrolled on?

Answer Choices	Responses	
Traditional	34.62%	9
Revised	65.38%	17
	Answered	**26**
	Skipped	**0**

Q3. Reasons for answers (comments categorised):

Pro Revised Methodology Course	**Pro Traditional Methodology Course**
methodology has to make at least some progress in our country, time has passed but old system remains	I don't need a revised one
something new, creative and effective	don't have
the version is already tested, successful	More students know about this
I believe in changes for better	Because traditional version is good
we have more opportunities to study new methods of teaching, to be prepared for our future as teachers	I think that traditional groups also have good and productive lessons.
It gives more opportunities and new methods for teaching pupils (using modern technologies). It gives different ways of presenting materials which will be more interesting.	Traditional version is more common and easier to study. We get enough knowledge having traditional version.
Because in this case I will have more practice, and deeper knowledge of the English Language	I am satisfied with my methodology course
I would rather be enrolled on revised version, because students of this version have more possibilities to study this subject perfect and more practice.	
To give perfect knowledge of information	
To give profound knowledge on information	

I think the course better meets the requirements of the modern school.	
To gain profound knowledge in methodology	
I believe in changes for better	
There was a lack of time when covering all the necessary info on methodology during the traditional version. It's a broad subject, thus as for future philologists and teachers in particular ir's vital to know all ins and outs of it.	
We need something new, traditional is good, but it's too old	
it offers a new look on English language methodology and offers more interesting approaches of teaching	
As I am already working in ELT sphere, i do not want to study all that theoretical stuff that i do not need for my future career. I wanna have more practice!	
It is more effective due to the the mentality of our students	
Because, I'll be able to improve my skills and knowledge	

Q4. Have you noticed any improvement in your English language ability?

Answer Choices	Responses	
Great improvement	53.85%	14
Some improvement	42.31%	11
A little improvement	0.00%	0
No improvement	3.85%	1
	Answered	**26**

Q5. How would you like to see the methodology course develop in future? (Comments categorised):

More interaction	More in-class discussions, less individual work
More modern	To be more informative and true to life Include some modern methods of teaching ESL (e.g. online medias - Kahoot, Quizlet, Quizziz)
More practical	it would be interesting for me to work with children and adults during our course so we can demonstrably see all specific moments of our work More practical pieces of advice and tips, less theory It is needed more practical training, for example, in school To be it a little bit closer to the reality not to the theory

	I would like to have more practice part It is important to have more practice tasks. But now everything is very good I would like to see more practice in school, because lessons in real class are more useful for our future career. I would like to see focus on practice. What`s more, i want to observe lessons at school while having this methodology course, it would help students to be more confident at their school practice. I see the methodology course with more practical incline - learning more problems which may appear in a classroom and the ways to solve it. - focus on different books which can we use preparing the lesson. More practice, especially at school It includes more practice. It would be better to visit some lessons at school. i would like to have more teaching practice at school as I find it crucial for being more self-confident and efficient when I start my teaching Traditional groups should also go to schools and do the experimental groups. I'd like all groups to study the way experimental groups do To be it a little bit closer to our reality More hours of real practice, not just theory; talks from foreign professionals in this sphere; preparation to teaching exams such as CELTA or TKT; how to pick right resources to satisfy learner's needs etc More specific techniques and activities I'd like it to be more practical and learner-oriented with a great range of modern teaching methods and approaches. It would be great to have an opportunity to visit (or at least observe online) the lessons of more experienced teachers in order to acquire some practical knowledge on my own More practice at schools, colleges, private institutions.
No change	I like the learning process now, it is very interesting, informative and modern.

Appendix IV: Survey Results: Teachers

University teachers teaching the experimental curriculum

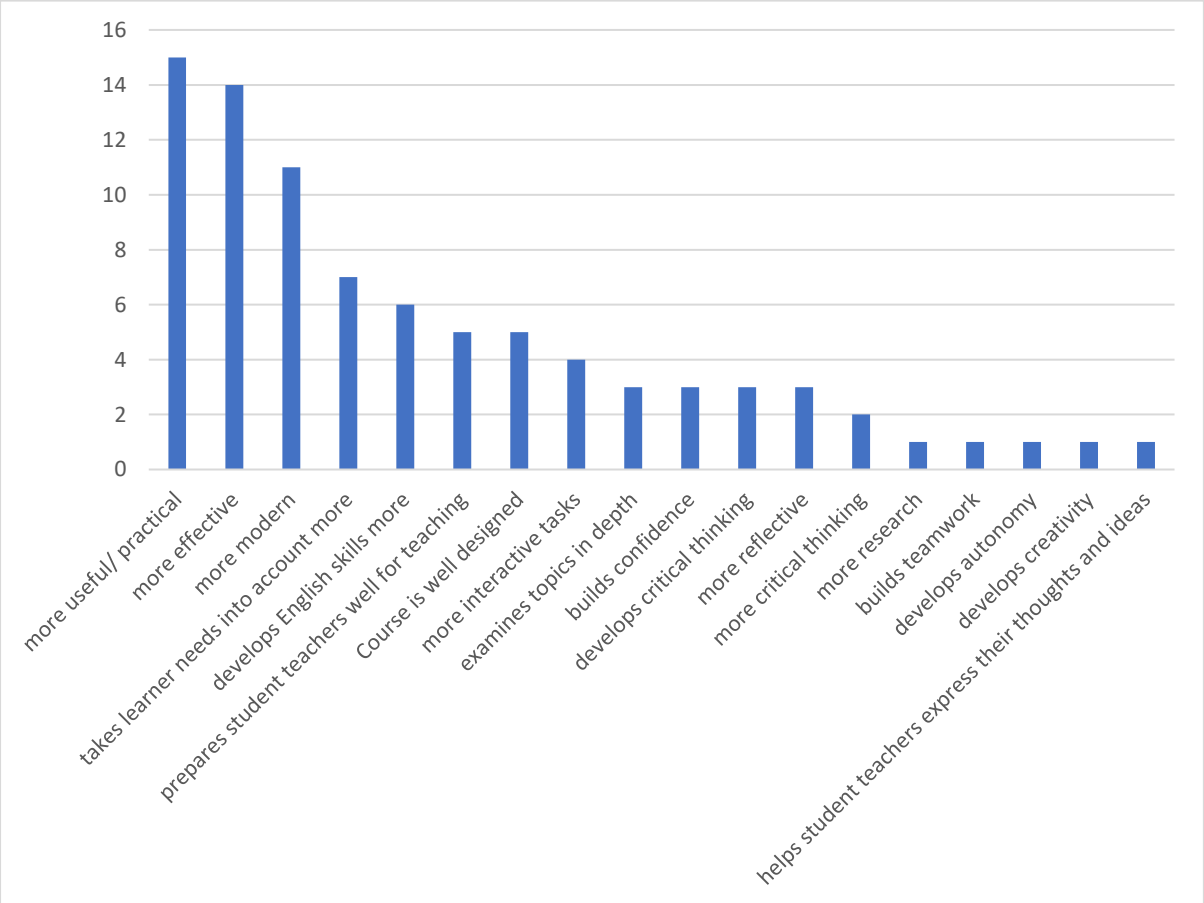
Q1. Given the choice, which version of the methodology course would you rather be teaching?

Answer Choices	Responses	
Traditional	0.00%	0
Revised	100.00%	38
	Answered	**38**
	Skipped	**0**

Q3. How well does the curriculum you teach prepare your students' to be able to understand learner needs?

Answer Choices	Responses	
Very well	52.63%	20
Well	47.37%	18
Not so well	0.00%	0
Not at all well	0.00%	0
	Answered	**38**

Q2. Reasons for your answers:



Q4. How well does the curriculum you teach prepare your students' to be able to plan courses?

Answer Choices	Responses	
Very well	26.32%	10
Well	57.89%	22
Not so well	13.16%	5
Not at all well	2.63%	1
	Answered	**38**

Q5. How well does the curriculum you teach prepare your students' to be able to plan lessons?

Answer Choices	Responses	
Very well	55.26%	21
Well	42.11%	16
Not so well	2.63%	1
Not at all well	0.00%	0
	Answered	**38**

Q6. How well does the curriculum you teach prepare your students' to be able to manage lessons?

Answer Choices	Responses	
Very well	50.00%	19
Well	50.00%	19
Not so well	0.00%	0
Not at all well	0.00%	0
	Answered	**38**

Q7. How well does the curriculum you teach prepare your students' to be able to evaluate learning processes?

Answer Choices	Responses	
Very well	39.47%	15
Well	57.89%	22
Not so well	2.63%	1
Not at all well	0.00%	0
	Answered	**38**

Q8. How well does the curriculum you teach prepare your students' to be able to assess learning outcome achievement?

Answer Choices	Responses	
Very well	47.37%	18
Well	50.00%	19
Not so well	2.63%	1
Not at all well	0.00%	0
	Answered	**38**

Q9. Compared to the original methodology course, the revised methodology course is generally…

Answer Choices	Responses	
much more appropriate	76.32%	29
more appropriate	21.05%	8
no different	2.63%	1
less appropriate	0.00%	0
much less appropriate	0.00%	0
	Answered	**38**

Q10. Compared to the original methodology course, the revised methodology course has learning outcome statements in the curriculum which are…

Answer Choices	Responses	
much more appropriate	60.53%	23
more appropriate	39.47%	15
no different	0.00%	0
less appropriate	0.00%	0
much less appropriate	0.00%	0
	Answered	**38**

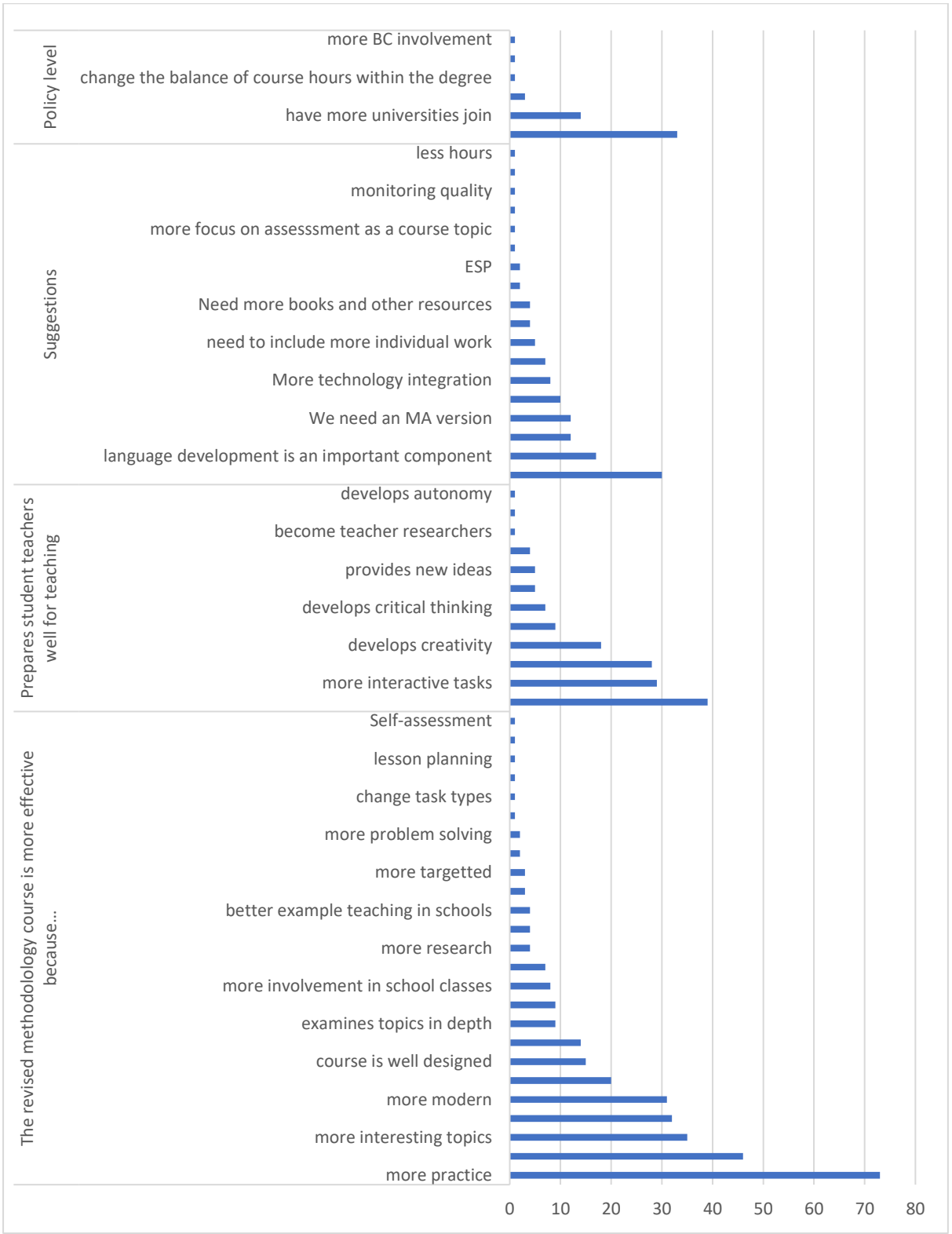
Q11. Compared to the original methodology course, the revised methodology course has methods used to achieve the learning outcomes which are…

Answer Choices	Responses	
much more appropriate	78.95%	30
more appropriate	21.05%	8
no different	0.00%	0
less appropriate	0.00%	0
much less appropriate	0.00%	0
	Answered	**38**

Q12. Compared to the original methodology course, the revised methodology course achieves levels of outcome attainment by students which is…

Answer Choices	Responses	
much more appropriate	71.05%	27
more appropriate	28.95%	11
no different	0.00%	0
less appropriate	0.00%	0
much less appropriate	0.00%	0
	Answered	**38**
	Skipped	**0**

Q13. Please comment on your answers to the above:



Q14. What differences do you see in teaching skills between student teachers taught through the revised curriculum versus those learning through the original curriculum? Please list as many specific qualities as possible. You may want to consider specific skills, sub-skills, motivational indicators, and performance criteria:

(selected typical and comprehensive answers)

The revised methodology trains students' life skills and supports their learning. Being taught through the revised curriculum student teachers acquire more vital teaching skills and qualities compared to the traditional curriculum. A New Generation Teacher's profile includes planning, organizing and classroom-management skills (determining learning aims, designing materials and activities, managing time, setting up pair and group work, managing the space, catering for learners' needs), people skills (identifying learners' needs, encouraging participation and inclusivity, motivating learners), self-evaluation and reflection skills, collaborative skills, problem-solving skills, critical-thinking skills (eliciting, giving feedback), research skills. Students' teaching practice with school pupils does not only provide data for reflection and analysis in their research papers but also boosts their confidence and develops soft skills (empathising with learners, assisting learners' personal enrichment, building rapport). Such elaborate preparation encourages self-reliance and stimulates intrinsic motivation promoting the students' positive attitude towards the teaching profession.

Student teachers taught through the revised curriculum use all the possible modes of interaction and different techniques to encourage the pupils to participate. They invent their own techniques to make the lesson memorable and interesting for the pupils, they can easily find common language with the pupils and it looks as if teaching is their cup of tea as they know how to teach. They develop learner autonomy, have higher motivation, higher levels of professional communicative competence, better reflective practices, and much better research skills.

Students are not passive, they have to work all the session. They learned how to carry on an action research and they showed a big interest in it: they discussed each other's research questions and hypotheses, expressed their own opinion on each other's research that is not typical within the traditional course where students prefer to do their part of job and to ignore everything else.

The students taught through the revised curriculum feel free to use all 21 century skills (using ICT and media technologies in teaching English, developing communicative competence, teaching language and culture).

Student teachers taught through the revised curriculum:

a) are devoid of fear when facing a class;

b) are aware of pupils' psychological factors that might hinder learning and consider them while planning and giving a lesson;

c) are able to anticipate pupils' difficulties while planning a lesson;

d) use appropriate techniques for error correction;

e) guide their pupils to find different resources to facilitate their language learning in and beyond the classroom;

f) are not afraid of noise and organise group work at a lesson; g) involve pupils in goal setting and self-reflection etc.

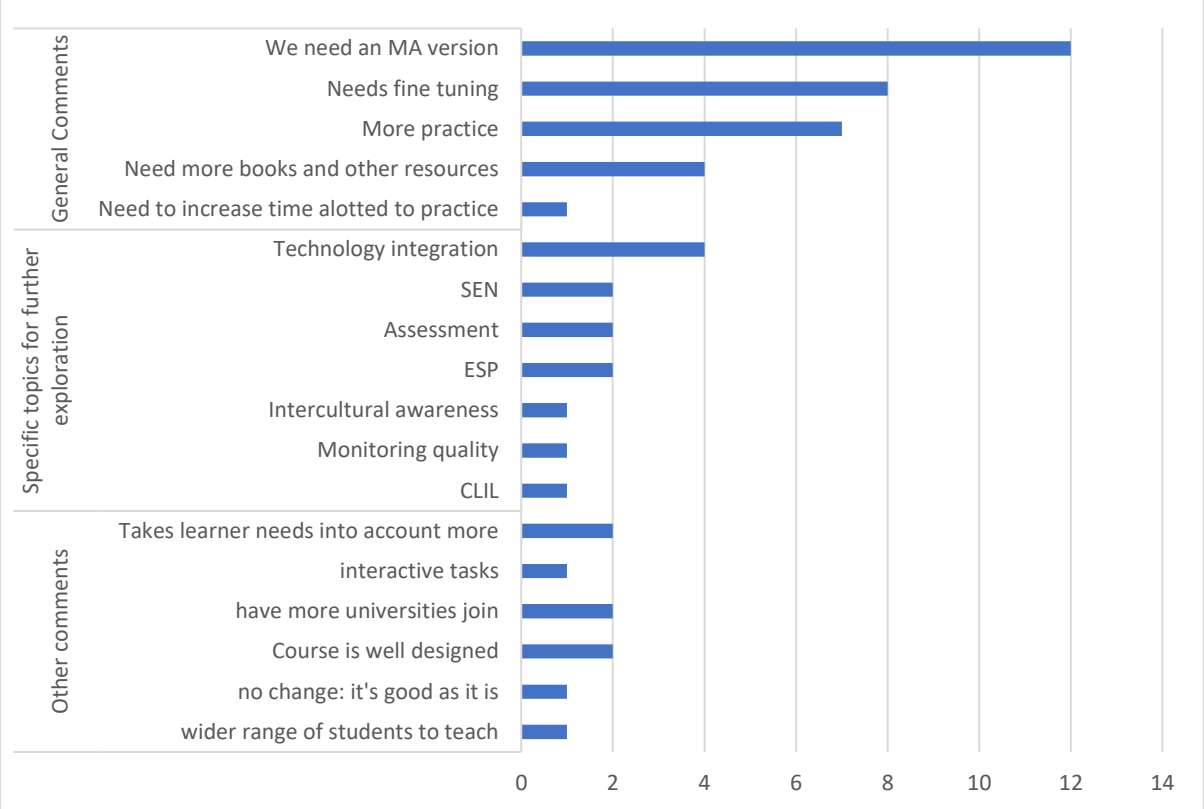
The main difference is in developing students' skills versus piling up knowledge by those taught through the traditional curriculum. The revised curriculum helps students to learn to act as teachers: to create psychologically comfortable classroom, an environment for second language acquisiton in the classroom, communicative language teaching, to foster learner autonomy, to teach grammar and vocabulary in context, manage their classes effectively, to develop and integrate skills in listening, speaking, reading and writing , identify errors and deal with them, etc.

By the end of the piloting, one can definitely spot students who were involved into the project. They differ greatly in their attitude to learning and teaching, possess good communicative skills and aim at life-long education. Students of the experimental groups also apply their knowledge and skills when learning other curriculum subjects, which shows that they reached high levels of critical and creative thinking.

Q15. Have you noticed any improvement in your students' English language ability?

Answer Choices	Responses	
Great improvement	60.53%	23
Some improvement	39.47%	15
A little improvement	0.00%	0
No improvement	0.00%	0
	Answered	**38**

Q17. What developments would you like to see in the methodology course in future?



University teachers teaching the traditional curriculum

Because so few answered, I have quoted full text answers from all respondents here.

Q1. Given the choice, which version of the methodology course would you rather be teaching?

Answer Choices	Responses	
Traditional	0.00%	0
Revised	100.00%	5
	Answered	**5**

Q2. Please explain the reasons for your answers

The revised methodology course is more complete, covers a wide range of topics, logically starts with developing students' understanding of learners' needs and factors that affect the teaching/learning process, provides graded and smooth transition from theory to practice.

The revised Methodology covers a broader range of topics.

The version seems to be more student-friendly, as students are the centres of teaching and they are more responsible for their own learning.

It is new, much more progressive, takes into account the latest achievements of methodology and learner-oriented.

the students' practice in Semester 8 showed that the students of the Piloted groups are more experienced in professional skills and their level of English is much better.

Q3. How well does the curriculum you teach prepare your students' to be able to understand learner needs?

Answer Choices	Responses	
Very well	0.00%	0
Well	0.00%	0
Not so well	100.00%	5
Not at all well	0.00%	0
	Answered	**5**

Q4. How well does the curriculum you teach prepare your students' to be able to plan courses?

Answer Choices	Responses	
Very well	0.00%	0
Well	0.00%	0
Not so well	60.00%	3
Not at all well	40.00%	2
	Answered	**5**

Q5. How well does the curriculum you teach prepare your students' to be able to plan lessons?

Answer Choices	Responses	
Very well	0.00%	0
Well	40.00%	2
Not so well	60.00%	3
Not at all well	0.00%	0
	Answered	**5**

Q6. How well does the curriculum you teach prepare your students' to be able to manage lessons?

Answer Choices	Responses	
Very well	0.00%	0
Well	0.00%	0
Not so well	100.00%	5
Not at all well	0.00%	0
	Answered	**5**

Q7. How well does the curriculum you teach prepare your students' to be able to evaluate learning processes?

Answer Choices	Responses	
Very well	0.00%	0
Well	40.00%	2
Not so well	40.00%	2
Not at all well	20.00%	1
	Answered	**5**

Q8. How well does the curriculum you teach prepare your students' to be able to assess learning outcome achievement?

Answer Choices	Responses	
Very well	0.00%	0
Well	0.00%	0
Not so well	80.00%	4
Not at all well	20.00%	1
	Answered	**5**

Q9. Compared to the original methodology course, the revised methodology course is generally…

Answer Choices	Responses	
much more appropriate	80.00%	4
more appropriate	20.00%	1
no different	0.00%	0
less appropriate	0.00%	0
much less appropriate	0.00%	0
	Answered	**5**

Q10. Compared to the original methodology course, the revised methodology course has learning outcome statements in the curriculum which are…

Answer Choices	Responses	
much more appropriate	60.00%	3
more appropriate	40.00%	2
no different	0.00%	0
less appropriate	0.00%	0
much less appropriate	0.00%	0
	Answered	**5**

Q11. Compared to the original methodology course, the revised methodology course has methods used to achieve the learning outcomes which are…

Answer Choices	Responses	
much more appropriate	20.00%	1
more appropriate	80.00%	4
no different	0.00%	0
less appropriate	0.00%	0
much less appropriate	0.00%	0
	Answered	**5**

Q12. Compared to the original methodology course, the revised methodology course achieves levels of outcome attainment by students which is…

Answer Choices	Responses	
much more appropriate	40.00%	2
more appropriate	60.00%	3
no different	0.00%	0
less appropriate	0.00%	0
much less appropriate	0.00%	0
	Answered	**5**

Q13. Please comment on your answers to the above:

The following statement is compiled from the raw data results. Numbers below refer to the specific questions above.

3. Within the original course students get just basic knowledge of learner needs, learner types and strategies, affective factors that can influence the teaching/learning process.

4. The original methodology curriculum doesn't imply any theory or practice dealing with planning of courses.

5. The original methodology curriculum provides more or less sufficient knowledge and practical skills of lesson planning.

6. Students get enough theoretical knowledge in terms classroom management but there is little room left for the development of the target practical skills. The original Curriculum doesn't include the topic "Classroom Management".

7. As a result of doing the original methodology course students are just aware of principles and methods of evaluating learning processes but don't have enough experience in trying it out. 8. Students get enough theoretical knowledge in terms of assessing learning outcome achievements but there are hardly any opportunities for the development of their practical skills. Students are taught to construct tests of different types to evaluate certain skills and to provide feedback to their students.

8. Students are not taught to reflect upon the outcomes of the class, how effective it has been, whether the objectives have been met. They are not quite prepared to help their students to do self-correction and peer-correction.

9. The revised course is much more appropriate owing to the fact that it is much more complete in terms of the specific teaching areas it covers, provides for hands on knowledge and skills, suggests ways of studying that develop creativity, collaboration, critical thinking and problem solving skills. It gives students profound

practical preparation in the field of classroom management, materials selection and design, lesson planning, correction of mistakes

10. The revised methodology course has learning outcomes that are clearly stated and measurable. Learning outcome statements in the revised methodology include some important statements, which are not stated in the “original” methodology, like “reflect on … language learning process’, ‘identify ways of encouraging acquisition”; “ plan, try out, report on and make use of the results of an action research”; “write a qualification paper meeting the agreed requirements”; “identify areas for their professional development and make an individual professional development plan using a variety of options and tools”.

11. In the revised methodology students follow the principles of learning through doing, reflecting in/on practice and activities done, integrating theory and practice ensures achievement of the course learning outcomes. They master essential theoretical points through guided reading, jigsaw reading, peer teaching. They get practical teaching skills in the process of microteaching, group work, project work etc.

12. The students who studied the revised Methodology course are much better able to analyse and adjust to the learning context and to select, adapt the materials and plan the lessons with view of this context; they are better capable of meeting the requirements of the new school Curriculum.

The revised course is more oriented on students' achievement. The outcomes are measurable and realistic. They correspond teaching context the students will work in future. The principles and methods which are in the basis of the Curriculum are practice oriented, so the input is done through students' learning process rather than through lectures.

The students of revised curriculum feel free in classroom management, in assessing learners' achievements. Their lessons are always full of new interesting activities, they use various forms of interaction and the learners enjoy their lessons more than those of traditional students.

Q14. What differences do you see in teaching skills between student teachers taught through the revised curriculum versus those learning through the original curriculum? Please list as many specific qualities as possible. You may want to consider specific skills, sub-skills, motivational indicators, and performance criteria:

Differences listed included more or better:

range of specific skills:

- critical thinking
- problem solving
- intercultural competence
- team work
- communication skill
- time management
- creativity
- intrinsic motivation
- self-reflection

tools for learning and catering for students' needs:

- developed skills in teaching all four skills
- use innovative techniques and methods
- explaining cultural differences of the language
- classroom management strategies (deal with behavioural problems rationally rather than emotionally);
- analyzing and improving their own teaching style;
- are much more flexible by way of choosing the materials and interaction modes;
- are more student centered and confident.
- More awareness of SEN, SLA etc.

.

Q15. Have you noticed any improvement in your students' English language ability?

Answer Choices	Responses	
Great improvement	20.00%	1
Some improvement	60.00%	3
A little improvement	20.00%	1
No improvement	0.00%	0
	Answered	**5**

Q16. How has your teaching changed (if at all) as a result of teaching students on the methodology course?

(all responses gathered)

Due to the fact that I have been engaged in the project work and the implementation of the revised course my own teaching style and approaches to teaching both the courses have changed a lot. Now I try to delegate more power to my students, encourage them to take responsibility for their own learning achievements, to reflect on their progress, to develop their critical thing and learning autonomy. My teaching has become more student-centred.

I have become more student-centred. I have learned to avoid overcorrection, to develop peer correction and self-correction instead; to observe my teacher talking time; to avoid echoing; to give clear instructions; to ask concept checking questions; to state clear objectives at the beginning of the class and draw conclusions at the end of it; to use various modes of interaction.

I wouldn't say my teaching changed a lot as I teach in traditional groups. Though I implement a number of things from the revised course in my classroom - more practice.

It has changed, but not radically.

I wish I had taught all future teachers through the revised curriculum. As I worked both with the Piloted group and traditional groups, I can compare them. Moreover, the students of traditional groups regretted that in their classes the number of hours on Methods of Teaching was fewer and they had more theoretical lectures than practical seminars.

Q17. What developments would you like to see in the methodology course in future?

(all responses gathered)

If to speak about the original course, I would like it to acquire, to the extent possible, the features and principles of the revised methodology course.

I would like the original Methodology to be more student-centred, to deal with psychological factors in language learning more profoundly, to include the module of ‘Classroom Management Skills”, to focus on teaching Vocabulary and Grammar in communicative context. It should be more practically oriented.

I would like all students to be trained by the revised methodology course

to be much more practical

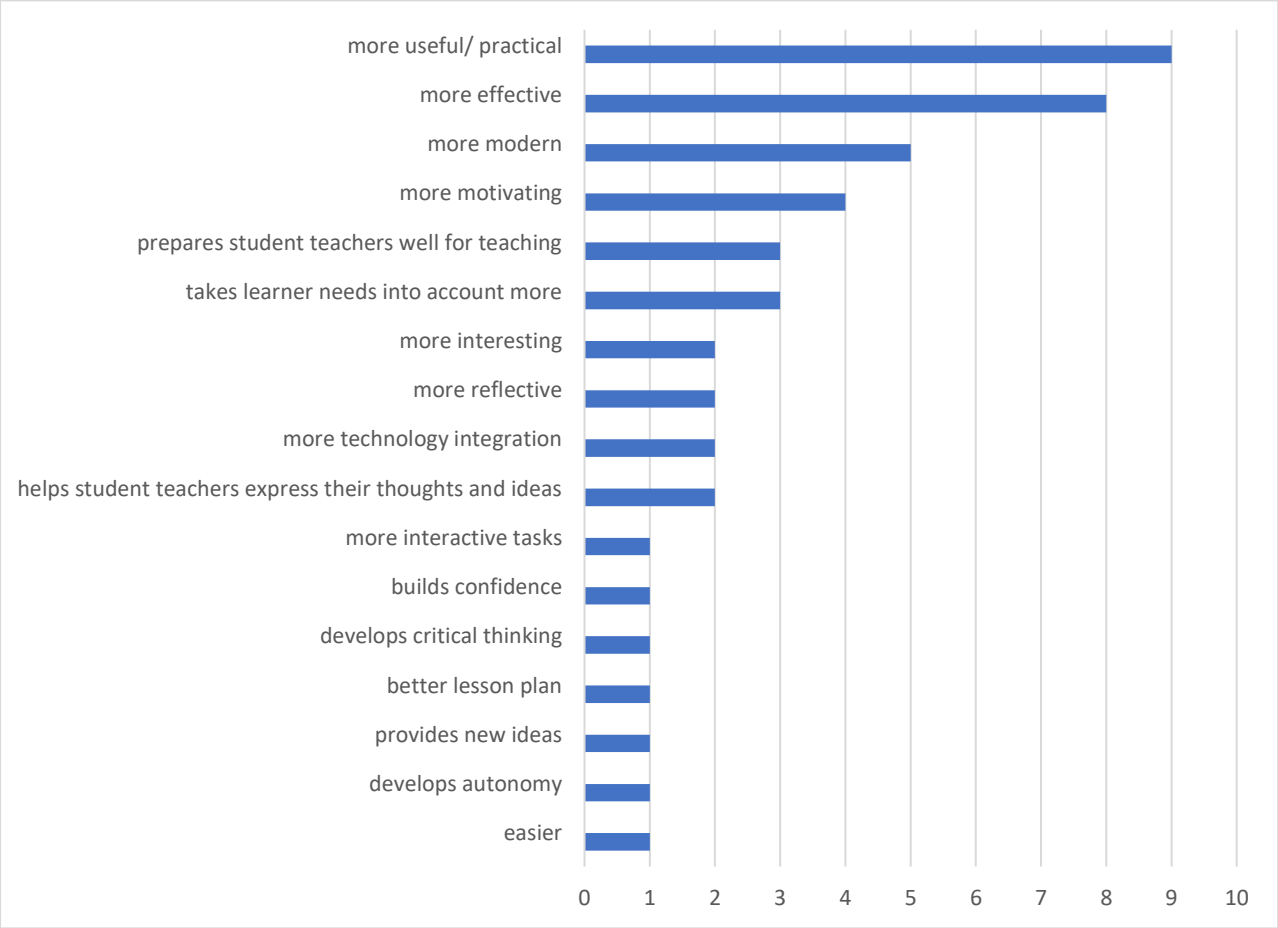
It would be to the students' advantage if the revised course of methodology was disseminated to all of them.

Appendix V: Survey Results: Teacher Mentors

Q1. Given the choice, which version would you rather they were taking?

Answer Choices	Responses	
Traditional	20.59%	7
Revised	79.41%	27
	Answered	**34**

Q2. Please explain your answers:



One answer received was totally contradictory to other results:

As for my students, they were not interested in gaining any school experience because they aren't going to work at school at all. They spent most their time in mobiles not observing my lessons. Maybe it was my fault, but I didn't make them comments and their presence wasn't comfortable for me and my students. We were really happy when they missed my lessons. We have a special friendly atmosphere at our lessons and they were just strangers who were very inactive. I tried to get them involved, asked them to help me in test checking, in preparation for Christmas party. They just gave me silly excuses... Luckily, we had other girls who spent with us just more than a month (traditional course). They were great!!!

Q3. How well does the current methodology course prepare student teachers to be able to understand learner needs?

Answer Choices	Responses	
Very well	23.53%	8
Well	73.53%	25
Not so well	2.94%	1
Not at all well	0.00%	0
	Answered	**34**

Q4. How well does the current methodology course prepare student teachers to be able to plan courses?

Answer Choices	Responses	
Very well	8.82%	3
Well	70.59%	24
Not so well	14.71%	5
Not at all well	5.88%	2
	Answered	**34**

Q5. How well does the current methodology course prepare student teachers to be able to plan lessons?

Answer Choices	Responses	
Very well	35.29%	12
Well	58.82%	20
Not so well	5.88%	2
Not at all well	0.00%	0
	Answered	**34**

Q6. How well does the current methodology course prepare student teachers to be able to manage lessons?

Answer Choices	Responses	
Very well	29.41%	10
Well	58.82%	20
Not so well	11.76%	4
Not at all well	0.00%	0
	Answered	**34**

Q7. How well does the current methodology course prepare student teachers to be able to evaluate learning processes?

Answer Choices	Responses	
Very well	20.59%	7
Well	70.59%	24
Not so well	8.82%	3
Not at all well	0.00%	0
	Answered	**34**

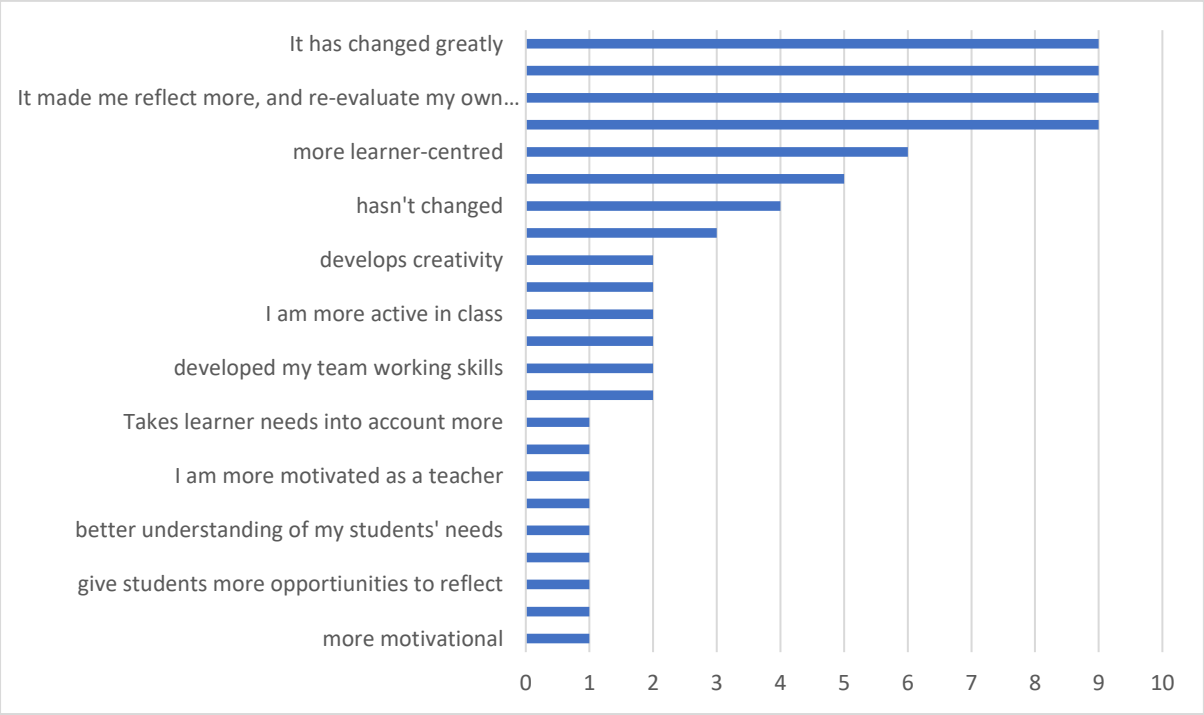
Q8. How well does the current methodology course prepare student teachers to be able to assess learning outcome achievement?

Answer Choices	Responses	
Very well	17.65%	6
Well	73.53%	25
Not so well	8.82%	3
Not at all well	0.00%	0
	Answered	**34**

Q9. Have you noticed any improvement in your student teacher's English language ability?

Answer Choices	Responses	
Great improvement	32.35%	11
Some improvement	61.76%	21
A little improvement	2.94%	1
No improvement	2.94%	1
	Answered	**34**

Q10. How has your teaching changed as a result of supervising student teachers?



Q11. What developments would you like to see in the methodology course in future?

Summary of suggested changes:

Deeper involvement in the school-student interaction

Separate teaching practice in primary and secondary school.

Student teachers should work more with learners, earlier. They have to know children's behaviour, likes, how to make them interested in activities. More involvement of students helping teachers during lessons. Students should conduct more lessons (4 comments).

Better coordination between schools and universities: more detailed instructions about observing, planning and conducting the lessons and more specific tasks tied to what is actually happening in class.

Training mentors is desirable to be on a regular basis; students are given more opportunities to teach some fragments of lessons; to get some feedback from students

Teacher Mentors should be paid for taking part in this program because it takes personal time to help these student teachers (2 comments)

Resources for schools

More modern handouts to be used during lessons, including video and interactive multimedia materials on different topics.

More equipment, and free resources for schools involved in mentoring.

Course Content

More knowledge of psychology

More new and practical activities.

More focus on special needs

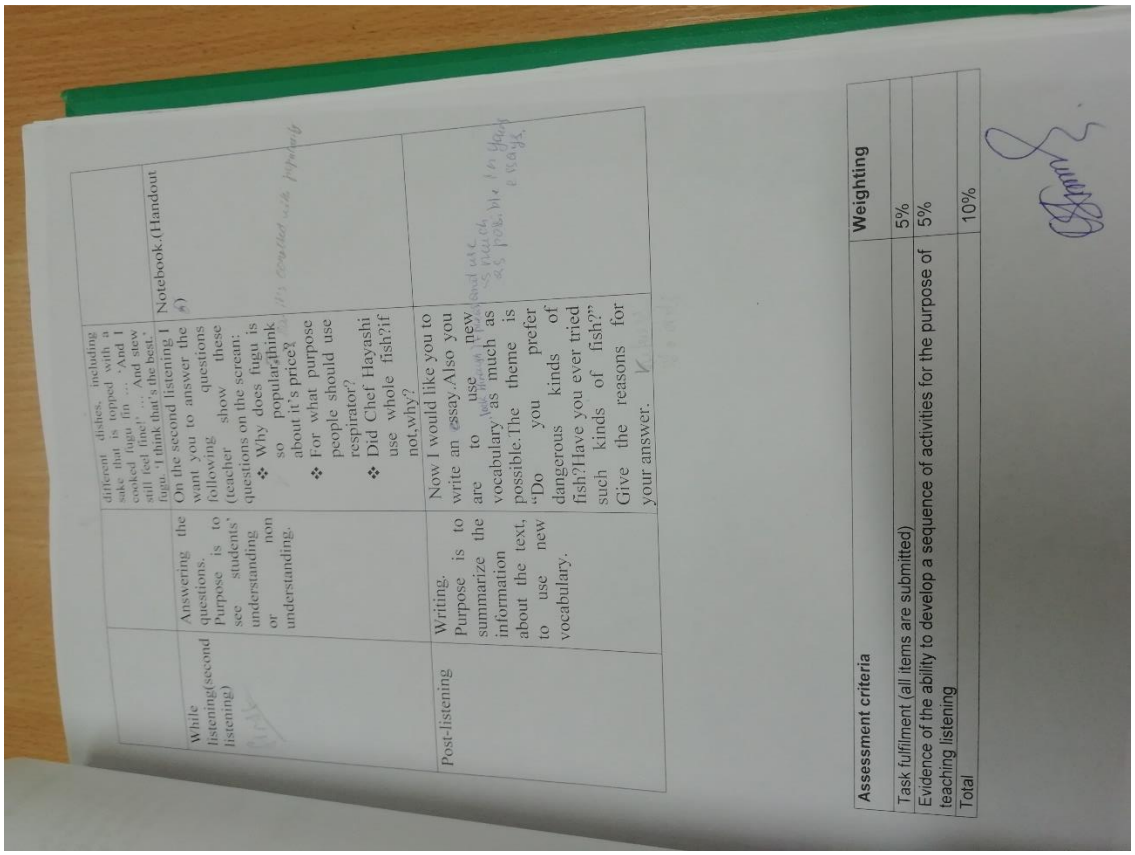
More workshops on lesson planning

More attention should be paid to testing and assessment.

Use an alternative approach to teaching grammar. Students learn English to discover how famous people, writers, speakers use grammar to express themselves in real life.

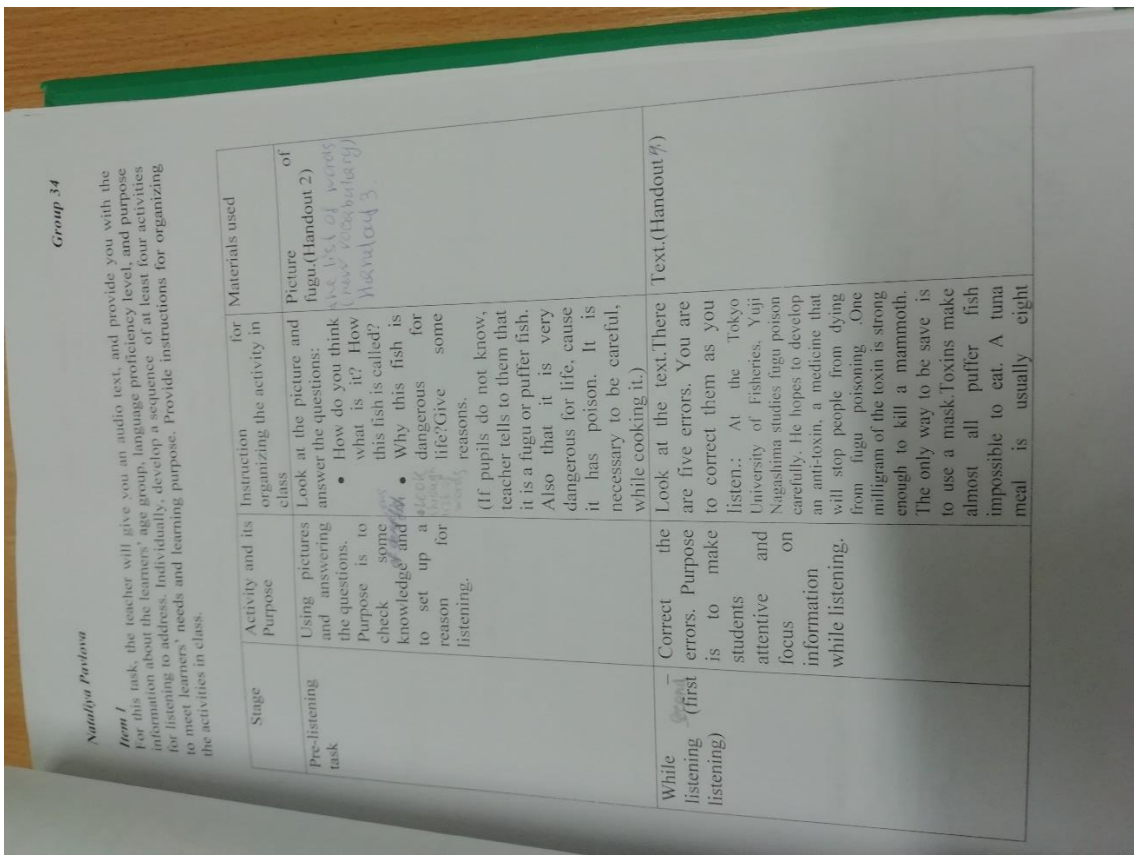
Appendix VI: Examples of EMC Student Work

Lesson Plans



While listening(second listening)	Answering the questions. Purpose is to see students' understanding or non understanding.	different dishes, including one that is topped with a cooked fugu fin ... And I still feel fine? ... And stew fugu. 'I think that's the best.'	Notebook.(Handout 4)
Post-listening	Writing. Purpose is to summarize the information about the text, to use new vocabulary.	On the second listening I want you to answer the following questions on the screan: (teacher show these questions) ❖ Why does fugu is so popular,think about it's price? ❖ For what purpose people should use respirator? ❖ Did Chef Hayashi use whole fish?if not,why? Now I would like you to write an essay.Also you are to use new vocabulary as much as possible.The theme is "Do you prefer dangerous kinds of fish?Have you ever tried such kinds of fish?" Give the reasons for your answer.	

Assessment criteria	Weighting
Task fulfilment (all items are submitted)	5%
Evidence of the ability to develop a sequence of activities for the purpose of teaching listening	5%
Total	10%



Group 34

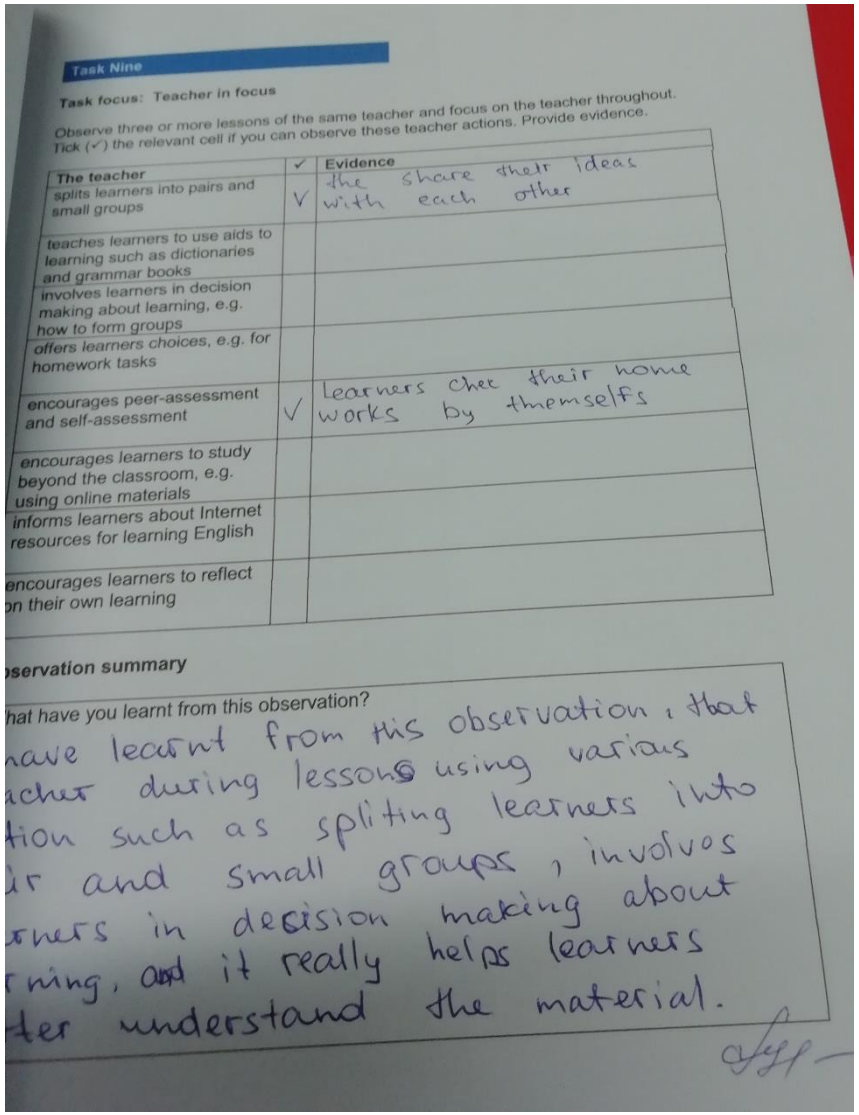
Natalya Pavlova

Item 1

For this task, the teacher will give you an audio text, and provide you with the information about the learners' age group, language proficiency level, and purpose for listening to address. Individually, develop a sequence of at least four activities to meet learners' needs and learning purpose. Provide instructions for organizing the activities in class.

Stage	Activity and its Purpose	Instruction for organizing the activity in class	Materials used
Pre-listening task	Using pictures and answering the questions. Purpose is to check some knowledge and to set up a reason for listening.	Look at the picture and answer the questions: • How do you think what is it? How this fish is called? • Why this fish is dangerous for life?Give some reasons. (If pupils do not know, teacher tells to them that it is a fugu or puffer fish. Also that it is very dangerous for life, cause it has poison. It is necessary to be careful, while cooking it.)	Picture of fugu.(Handout 2)
While listening (first listening)	Correct the errors. Purpose is to make students attentive and focus on information while listening.	Look at the text.There are five errors. You are to correct them as you listen.: At the Tokyo University of Fisheries, Yuji Nagashima studies fugu poison carefully. He hopes to develop an anti-toxin, a medicine that will stop people from dying from fugu poisoning. One milligram of the toxin is strong enough to kill a mammoth. The only way to be save is to use a mask.Toxins make almost all puffer fish impossible to eat. A tuna meal is usually eight	Text.(Handout 3)

Observation Notes



Task Nine

Task focus: Teacher in focus

Observe three or more lessons of the same teacher and focus on the teacher throughout. Tick (✓) the relevant cell if you can observe these teacher actions. Provide evidence.

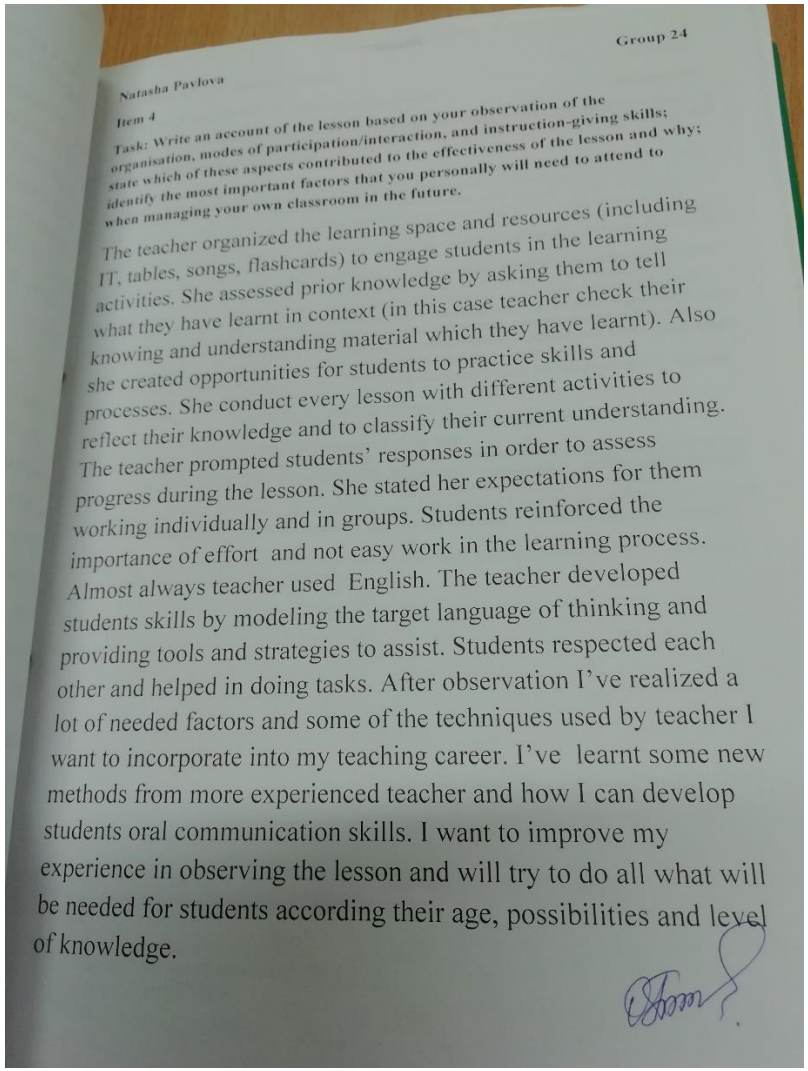
The teacher	✓	Evidence
splits learners into pairs and small groups	✓	the share their ideas with each other
teaches learners to use aids to learning such as dictionaries and grammar books		
involves learners in decision making about learning, e.g. how to form groups		
offers learners choices, e.g. for homework tasks		
encourages peer-assessment and self-assessment	✓	Learners chec their home works by themselfs
encourages learners to study beyond the classroom, e.g. using online materials		
informs learners about Internet resources for learning English		
encourages learners to reflect on their own learning		

bservation summary

hat have you learnt from this observation?

ave learnt from this observation, that acher during lessons using various tion such as spliting learners into r and small groups, involves ners in decision making about ning, and it really helps learners ter understand the material.

Observation report



Natasha Pavlova

Group 24

Item 4

Task: 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.

The teacher organized the learning space and resources (including IT, tables, songs, flashcards) to engage students in the learning activities. She assessed prior knowledge by asking them to tell what they have learnt in context (in this case teacher check their knowing and understanding material which they have learnt). Also she created opportunities for students to practice skills and processes. She conduct every lesson with different activities to reflect their knowledge and to classify their current understanding. The teacher prompted students' responses in order to assess progress during the lesson. She stated her expectations for them working individually and in groups. Students reinforced the importance of effort and not easy work in the learning process. Almost always teacher used English. The teacher developed students skills by modeling the target language of thinking and providing tools and strategies to assist. Students respected each other and helped in doing tasks. After observation I've realized a lot of needed factors and some of the techniques used by teacher I want to incorporate into my teaching career. I've learnt some new methods from more experienced teacher and how I can develop students oral communication skills. I want to improve my experience in observing the lesson and will try to do all what will be needed for students according their age, possibilities and level of knowledge.

Self-Assessment

LESSON PLAN GRADING CRITERIA

Name:

Score: /100

TICK THE APPROPRIATE POINT

	Evaluation Criteria	5	4	3	2	1
1	Includes appropriate background information on the target class.	✓				
2	Provides clear understanding of the place of the lesson in the sequence of lessons (timetable fit)	✓				
3	Suggests relevant solutions to the anticipated problems	✓				
4	Includes all materials needed to teach the lesson.	✓				
5	Includes clearly stated objectives and purposes		✓			
6	Includes an appropriate warm-up for the lesson.			✓		
7	Includes an appropriate introduction to the lesson content.	✓				
8	Includes an appropriate presentation of new information.		✓			
9	Includes appropriate practice opportunities of the content. (How do the practice activities help you accomplish your objectives?)		✓			
10	Includes appropriate evaluation of the content. (Have you met your objectives? How do you know?)		✓			
11	Includes an appropriate application of the content.		✓			
12	Lesson plan is neatly typed.	✓				
13	Provides clear description of teacher's and learners' activities	✓				
14	The lesson is logically sequenced.	✓				
15	The activities are suitable for the age, level and needs of the group.		✓			
16	The activities are directly related to the aims and objectives of the lesson.	✓				
17	Contains a variety of activities appropriate for different learning styles			✓		
18	Provides practice in different language skills				✓	
19	The time for doing the activities is realistic.			✓		
20	The modes of interaction are justified.					
	time for feedback					
	time for explaning home work.					

Grading 93

90-100 Exceptional lesson plan. Meets all the above criteria.

75-89 Very good lesson plan. Fulfilled the assignment, but lacking in a few of the above areas.

60-74 Good lesson plan, but need more attention. Deficient in several of the above areas.

0-59 Less than satisfactory lesson plan. Deficient in most of the above areas.

Reflection Task

Student's Name Ekaterina Gnatenko Group 22

Assignment 2

Module 1. Understanding Learners and Learning

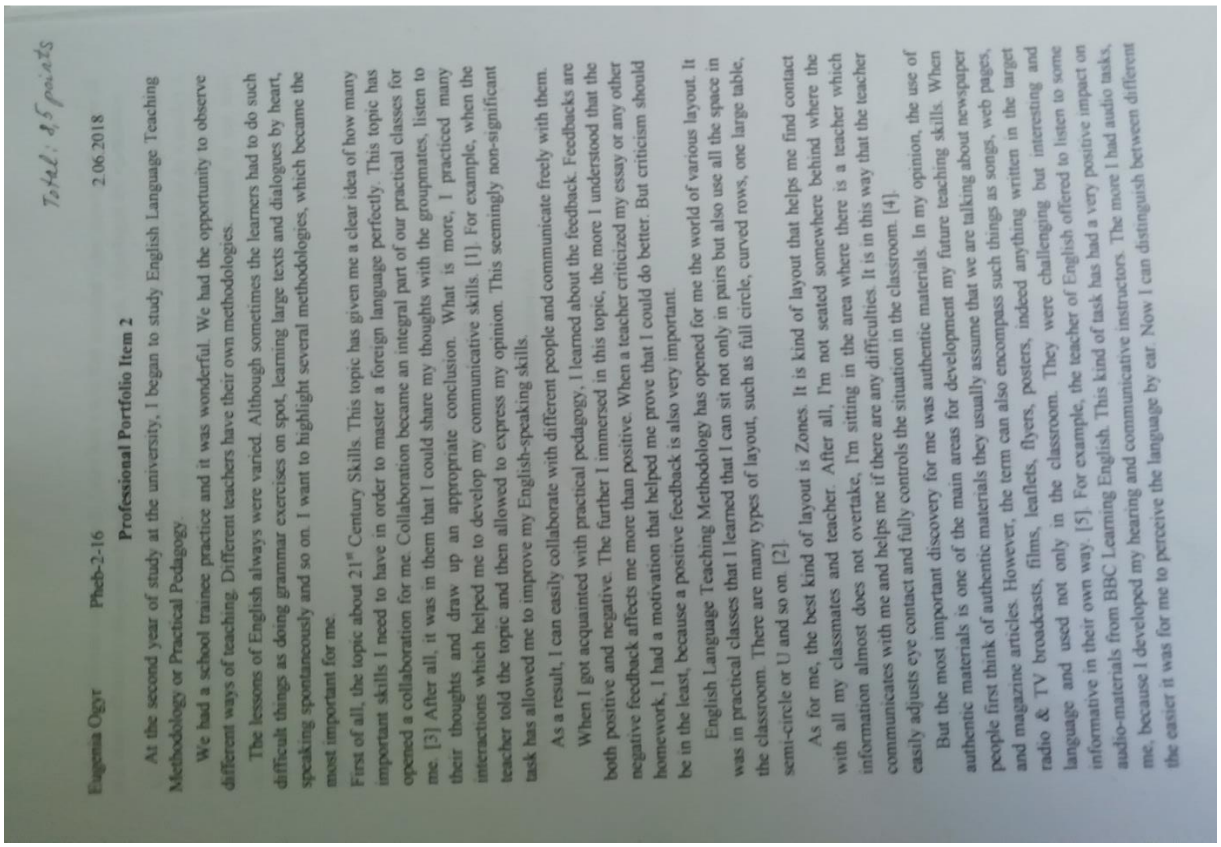
Item 1. Write a personal account (between 250 and 300 words) of your own language learning experience addressing motivation, self-esteem, learning styles, learner strategies, interlanguage development stages; how much of your English knowledge has been learnt and how much acquired (20% of total for the module).

Learning is the acquisition of any type of knowledge or skill andd it is perhaps one of the most important mental functions in humans. Learning is a complex concept which involves the processes of preception, acquisition, retention and the subsequent organisation of retained information to facilitate recall at a later time. These are essential in the acquisition and internalisation of a language.

As for my own language learning experience there are some factors that influenced on my learning process the most are motivation and self-esteem. During my learning in university I have a big problem with motivation. I learn English because I want to travel abroad and work there. But nowadays it is my goal. And in university I really can find it to prove my goal. Talking about self-esteem it is my problem. I underestimated myself, so I find it hard to speak fluently in English, I am afraid to make a lot of mistakes. Also I consider myself to the holistic learning style, because I like games, pictures, films, video, listening, talking in pairs and practicing English outside the class. In my learning cognitive strategies is dominated. Because for me the best logical conclusion, prediction-based on available information. Of course, at the university I acquired a more information than have been learned in school.

ssessment criteria	Weighting	Teracher Notes
sk fulfilment (number of words, adline met)	5%	5
idence of the ability to reflect on the rning experience	10%	8
herence of writing	5%	5
al	20 %	

Assignment 1



Total: 8,5 points

Eugenia Ogyr Pheb-2-16 2.06.2018

Professional Portfolio Item 2

At the second year of study at the university, I began to study English Language Teaching Methodology or Practical Pedagogy.

We had a school trainee practice and it was wonderful. We had the opportunity to observe different ways of teaching. Different teachers have their own methodologies.

The lessons of English always were varied. Although sometimes the learners had to do such difficult things as doing grammar exercises on spot, learning large texts and dialogues by heart, speaking spontaneously and so on. I want to highlight several methodologies, which became the most important for me.

First of all, the topic about 21st Century Skills. This topic has given me a clear idea of how many important skills I need to have in order to master a foreign language perfectly. This topic has opened a collaboration for me. Collaboration became an integral part of our practical classes for me. [3] After all, it was in them that I could share my thoughts with the groupmates, listen to their thoughts and draw up an appropriate conclusion. What is more, I practiced many interactions which helped me to develop my communicative skills. [1]. For example, when the teacher told the topic and then allowed to express my opinion. This seemingly non-significant task has allowed me to improve my English-speaking skills.

As a result, I can easily collaborate with different people and communicate freely with them.

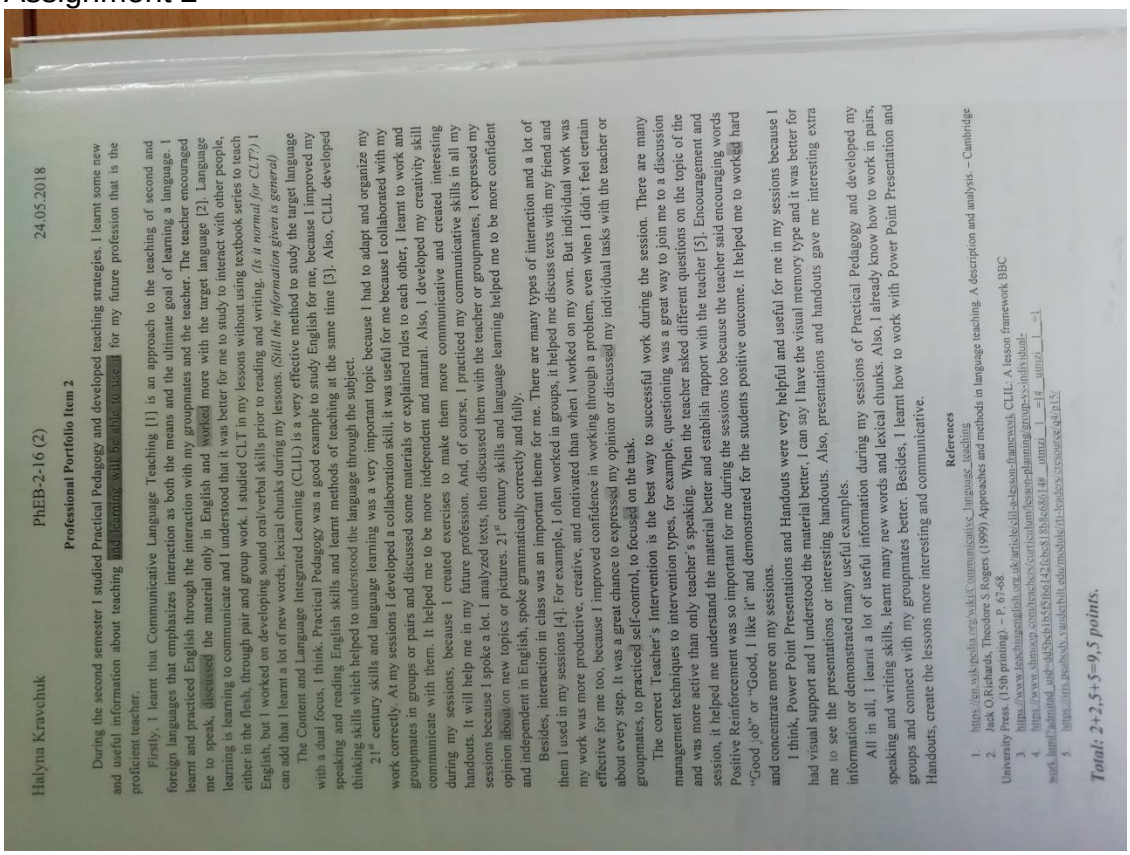
When I got acquainted with practical pedagogy, I learned about the feedback. Feedbacks are both positive and negative. The further I immersed in this topic, the more I understood that the negative feedback affects me more than positive. When a teacher criticized my essay or any other homework, I had a motivation that helped me prove that I could do better. But criticism should be in the least, because a positive feedback is also very important.

English Language Teaching Methodology has opened for me the world of various layout. It was in practical classes that I learned that I can sit not only in pairs but also use all the space in the classroom. There are many types of layout, such as full circle, curved rows, one large table, semi-circle or U and so on. [2].

As for me, the best kind of layout is Zones. It is kind of layout that helps me find contact with all my classmates and teacher. After all, I'm not seated somewhere behind where the information almost does not overtake, I'm sitting in the area where there is a teacher which communicates with me and helps me if there are any difficulties. It is in this way that the teacher easily adjusts eye contact and fully controls the situation in the classroom. [4].

But the most important discovery for me was authentic materials. In my opinion, the use of authentic materials is one of the main areas for development my future teaching skills. When people first think of authentic materials they usually assume that we are talking about newspaper and magazine articles. However, the term can also encompass such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used not only in the classroom. They were challenging but interesting and informative in their own way. [5]. For example, the teacher of English offered to listen to some audio-materials from BBC Learning English. This kind of task has had a very positive impact on me, because I developed my hearing and communicative instructors. The more I had audio tasks, the easier it was for me to perceive the language by ear. Now I can distinguish between different

Assignment 2



Halyna Kravchuk PhEB-2-16 (2) 24.05.2018

Professional Portfolio Item 2

During the second semester I studied Practical Pedagogy and developed teaching strategies. I learnt some new and useful information about teaching and learning will be able to teach for my future profession that is the proficient teacher.

Firstly, I learnt that Communicative Language Teaching [1] is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. I learnt and practiced English through the interaction with my groupmates and the teacher. The teacher encouraged me to speak, discussed the material only in English and worked more with the target language [2]. Language learning is learning to communicate and I understood that it was better for me to study to interact with other people, either in the flesh, through pair and group work. I studied CLT in my lessons without using textbook series to teach English, but I worked on developing sound oral/verbal skills prior to reading and writing. *(Is it normal for CLT?)* I can add that I learnt a lot of new words, lexical chunks during my lessons. *(Still the information given is general)*

The Content and Language Integrated Learning (CLIL) is a very effective method to study the target language with a dual focus, I think. Practical Pedagogy was a good example to study English for me, because I improved my speaking and reading English skills and learnt methods of teaching at the same time [3]. Also, CLIL developed thinking skills which helped to understood the language through the subject.

21st century skills and language learning was a very important topic because I had to adapt and organize my work correctly. At my sessions I developed a collaboration skill, it was useful for me because I collaborated with my groupmates in groups or pairs and discussed some materials or explained rules to each other, I learnt to work and communicate with them. It helped me to be more independent and natural. Also, I developed my creativity skill during my sessions, because I created exercises to make them more communicative and created interesting handouts. It will help me in my future profession. And, of course, I practiced my communicative skills in all my sessions because I spoke a lot. I analyzed texts, then discussed them with the teacher or groupmates, I expressed my opinion about on new topics or pictures. 21st century skills and language learning helped me to be more confident and independent in English, spoke grammatically correctly and fully.

Besides, interaction in class was an important theme for me. There are many types of interaction and a lot of them I used in my sessions [4]. For example, I often worked in groups, it helped me discuss texts with my friend and my work was more productive, creative, and motivated than when I worked on my own. But individual work was effective for me too, because I improved confidence in working through a problem, even when I didn't feel certain about every step. It was a great chance to expressed my opinion or discussed my individual tasks with the teacher or groupmates, to practiced self-control, to focused on the task.

The correct Teacher's Intervention is the best way to successful work during the session. There are many management techniques to intervention types, for example, questioning was a great way to join me to a discussion and was more active than only teacher's speaking. When the teacher asked different questions on the topic of the session, it helped me understand the material better and establish rapport with the teacher [5]. Encouragement and Positive Reinforcement was so important for me during the sessions too because the teacher said encouraging words "Good ,ob" or "Good, I like it" and demonstrated for the students positive outcome. It helped me to worked hard and concentrate more on my sessions.

I think, Power Point Presentations and Handouts were very helpful and useful for me in my sessions because I had visual support and I understood the material better, I can say I have the visual memory type and it was better for me to see the presentations or interesting handouts. Also, presentations and handouts gave me interesting extra information or demonstrated many useful examples.

All in all, I learnt a lot of useful information during my sessions of Practical Pedagogy and developed my speaking and writing skills, learnt many new words and lexical chunks. Also, I already know how to work in pairs, groups and connect with my groupmates better. Besides, I learnt how to work with Power Point Presentation and Handouts, create the lessons more interesting and communicative.

References

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Total: 2+2,5+5=9,5 points.

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