

An overview of LTA courses for pre-service teachers in a Ukrainian university

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UALTA

Ukrainian Association for Language
Testing and Assessment



The three LTA courses implemented in TSNUK

1 - PhD students in FL **teaching methods**

2 - Master students in FL **teaching methods**

3 - Bachelor students in Ukrainian and FL **teaching methods**

A framework of LTA courses

Length – 28 contact hours

Components – theory - *stable knowledge base (Brown)*

practice – doing test tasks / item writing

assessment – quizzes/ tests + 5 own test tasks

Scenario – workshops

handout (tasks + scaffolding prompts)

readings (in Ukrainian (Kvasova, 2009))

For undergraduates:

half of the course was dedicated to assessment of L1 skills

Research questions (2018)

What content should be covered by three stand-alone LTA courses delivered at different levels in one institution?
Which content should be core in each case?

What course delivery scenarios, including modes of instruction, training techniques and methods of assessing trainees' progress, will be relevant to each of the courses and maximize learning?

Kvasova, O. (2020). Will a boom lead to a bloom? Or how to secure a launch of language assessment literacy in Ukraine. In D. Tsaqari (ed.), Language Assessment Literacy: From Theory to Practice, 116-136. Cambridge Scholars Publishing.

LTA Course. Master level, III term

Week	Topic	Theory	Practice	Self-study	Advised assessment date
12-18.10	Main concepts of language testing	Purposes and types of tests. Test usefulness. Principles of test development			
	Main concepts of language testing		Practical assignments	http://taleproject.eu/mod/page/view.php?id=1518 or Handbook of Assessment for Language Teachers. Course 1, Downloadable from: http://taleproject.eu/mod/page/view.php?id=1200	18.10
19-25.10	Item/task types	Components of test task. Rubrics. Test formats (techniques). Types of response			
	Item/task types		Development of tasks to test grammar and vocabulary skills (alternative/multiple choice*, gap-filling, cloze, paraphrase*)		25.10 Vocabulary* (multiple choice*) Grammar* (paraphrase*)

Pre-set training = CLIL?

N = 20

Year 2

Age 18

Major - methods of teaching **Ukrainian as L1**,

Additional specialization - methods of teaching **English as L2**

Level of proficiency in English – B1+

Background: English as L2 (3 terms - 300 contact hours)

Pedagogy (in Ukrainian)

Methods of teaching Ukrainian (in Ukrainian)

Methods of teaching FL (in Ukrainian)

Tailoring course content

Theory through practice

ABCs of LTA: Purposes of tests; types of tests; parameters of test usefulness; principles of test development; scoring; feedback.

Task types: Components of tasks; the rubrics; test formats; types of response (selected response, limited production and extensive production).

Learning by doing

Assessment of Reading: writing and trialling items/tasks

Assessment of Listening: performing listening test tasks

Learning through observation

Assessment of Writing / Speaking

Tailoring course delivery

to trainees ' English proficiency by:

using simpler structures and more frequent lexis,

resorting to an explanation of terminology, linking it to L1 course in LTA

delivering at a slower pace,

translating new concepts into L1

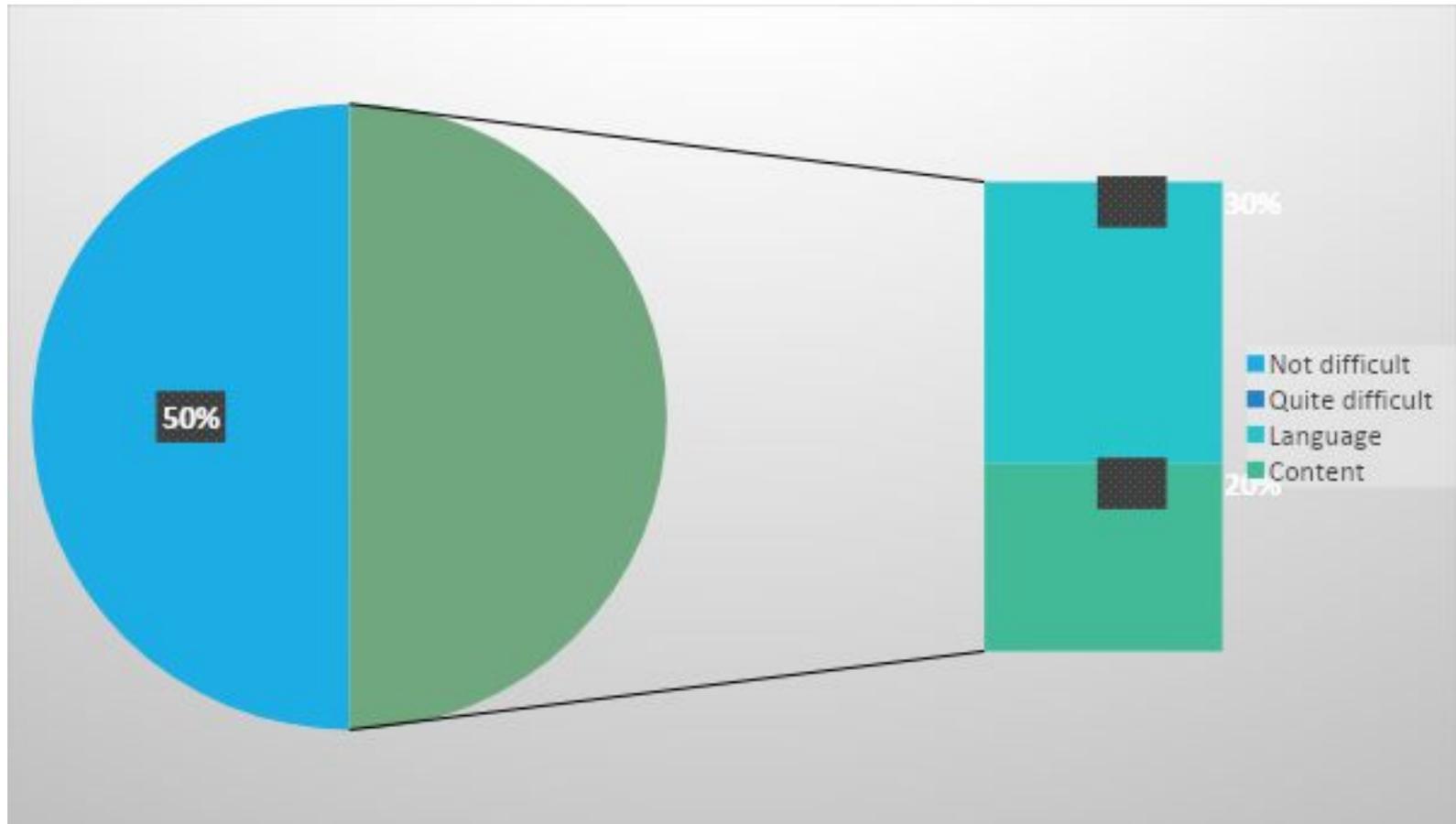
Additionally:

multiple and diverse handouts

short glossaries

Ppt presentations (before class) on students' request

Overall difficulty of the course



Feedback from trainees

I was excited to have a course in English because additional language practice is always useful (90% supported delivery in English)

We learnt to perceive information in English better, our vocabulary became richer, we learnt some terms related to our future profession.

The material was interesting and useful, that's why learning was a productive process.

There was a lot of unfamiliar words. But the teachers explained their meaning immediately, so learning was not difficult.

The material was laid out for us, we could ask questions and get clear answers.

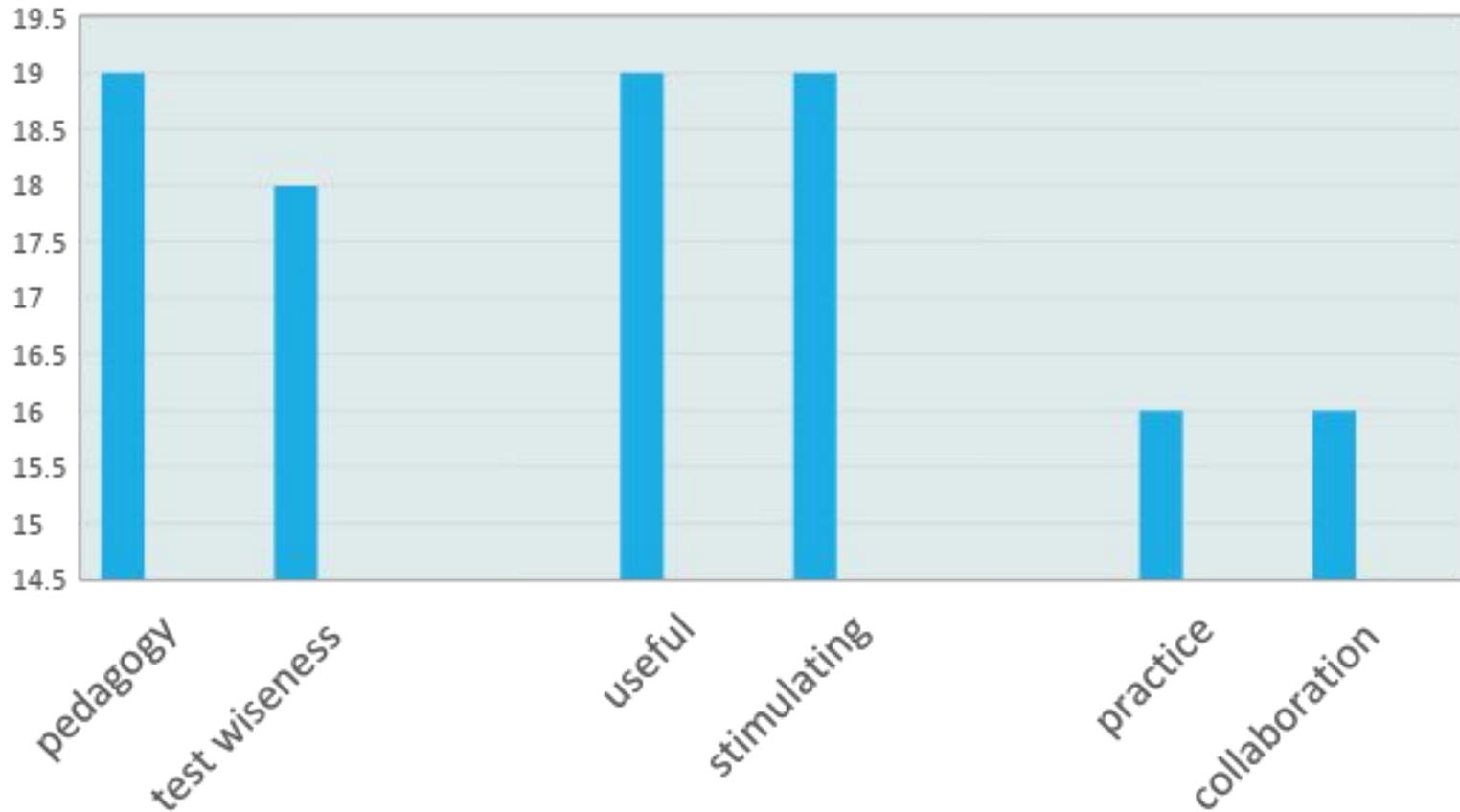
My friend helped me when we did tasks together.

What made the course learnable

Prior knowledge

Content

Delivery



SAMPLES OF MATERIALS

THEORY: Why is rubric important?

Instructions given to students on how to do test are an important aspect of **validity**. The **wording of the** rubric should be chosen very carefully, especially at lower levels. Rubric makes all arrangements to enable the student to **give attention to content of the test**. If the rubric is poor, you will not be able to tell from the test whether students have learnt the **required skill or not**.

Instruction – інструкція до виконання усього тесту.

Rubric (Br. E.) - завдання до одного тестового завдання (test task)

Rubric (Am.E.) - шкала оцінювання виконання завдань з письма чи говоріння

REVISION

Do you remember that ... ?

Tasks have three parts:

Rubric (instruction): guidance telling learners what they need to do to complete the task.

Prompt (input text): the material that learners need to look at/read/listen to in order to respond.

Expected response: what the learner is expected to do in response to the input to demonstrate his or her language ability.

Indicate these elements in the tasks in your handout

ASSESSMENT

Complete: A rubric should explain: 1)... 2)... 3)... 4)... 5)...

Check yourself with the key: *What to do (write, read, listen etc); What should be done on a test task (match, fill in the gaps, choose the best answer etc). How many questions there are (1-15) and how many options to match (A-F); How to mark the answers (example); What kind of text they are going to read/listen to (optional); Where the answers should be put (next to the questions, below in the grid, on an answer sheet etc); How many extra texts/headings/words there are (in matching) How many words should be used (in Short Answer Questions); How many points may be scored*

TASKS-BASED LEARNING

Testing formats

1 Match the testing techniques (1- ...) with their Ukrainian equivalents (A-J).

1 Gap-filling	A Виправлення помилок
2 True/False	B Множинний вибір
3 Transformation/Paraphrase	C Зіставлення
4 Structural cloze	D Словоутворення
5 Error correction	E Заповнення пропусків

2 Match the cards (*with test tasks*) with the techniques (1-10).

3 Put the cards in three groups: selected-response, limited production & extended production response.

4 Match the cards/the testing techniques with the skills they may test (*grammar, vocabulary, (types of) reading, etc.*)

Outcomes and suggestions

Learning effectiveness (exit test)

Mean value – 82; co-efficient of learning – 75% (*Bespalko*)

Range – 70-94

Further modification needed

This course should include more classes.

We'd like to work in teams, interact with each other, write items together and help each other to improve them.

Why not spend more classroom time constructing tasks?

Frequent formative assessment could be helpful.

Insights

LTA profiles of university teachers and secondary school teachers are different => content of courses needs modification (specific focus)

Training of *in-service* university teachers/ *Master students*: focus on knowledge of theory (tailored to university context), concepts and principles, technical skills □ developing valid tests and conducting reliable **summative assessment** (moderately high-stakes tests)

Pre-and in-set training: knowledge of **principles and concepts** is equally important (THINKING teacher) → life-long learning and professional development

Pre-set training: focus on **formative assessment** □ technical skills of developing progress tests (quizzes), performance assessment and alternative assessment □ positive impact and encouragement of FL learning .

Materials

design

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LEARNING TO ENSURE GOOD TESTING PRACTICE (notes on a workshop)

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Київський національний університет імені Тараса Шевченка

**Розробка тестових завдань для розвитку і контролю
умінь англомовного аудіювання
у вищому навчальному закладі**

**Тестова перевірка рівня сформованості
англомовної компетентності у читанні
у майбутніх філологів**

**Constructing valid classroom reading test tasks
(multiple choice questions) for university students
(notes on a workshop)**

References

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Thank you

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