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An investigation of final language assessment for pre-service teachers of English in the Russian educational context: a case study

Volume II: Appendices

Natalia Sokolova

Doctor of Philosophy

The University of Edinburgh

2015
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Appendix 1
The system of FL teacher development in Russia since 1990s

- since 2007 colleges (FL departments) have not been admitting students but they were allowed to teach those who by 2007 had already started the course of studies

- After 1995 many institutes (педагогический институт) got the status of universities (through a formal procedure of accreditation and, therefore, meeting certain requirements – the number of students, staff with degrees, research work performed by university, postgraduate courses for graduates, etc.)

- Pedagogical colleges existed in Russia since the 1920s but had Primary education departments, departments of Russian and Mathematics. Before 1996 they did not have FL departments – FL teacher training was done at institutes

The arrow shows that the graduates have the alternative – to start their career in teaching the foreign language or get Higher education and then start teaching
Appendix 2
Sample tasks for the National Exam in English for Schools in Russia

Раздел 1. Аудирование (Listening)

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

1. The weather changes according to some objective phenomena.
2. The stock market depends on weather conditions.
3. Bad weather can be the result of human behavior.
4. Climate can influence national character.
5. The weather can affect people’s health and emotions.
6. Wet weather can be good in any season.
7. Some people have a gift for predicting things.

<table>
<thead>
<tr>
<th>Говорящий</th>
<th>А</th>
<th>Б</th>
<th>В</th>
<th>С</th>
<th>Д</th>
<th>Е</th>
<th>Ф</th>
</tr>
</thead>
<tbody>
<tr>
<td>Утверждение</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Раздел 2. Чтение (Reading)

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Lindsay Wildlife Museum
Lindsay Wildlife Museum is a unique natural history and environmental education centre where visitors can listen to the cry of a red-tailed hawk, go eye-to-eye with a grey fox and watch a bald eagle eat lunch. More than fifty species of native California animals are on exhibit here. Thousands of school children learn about the natural environment in their classrooms A ________________ of the museum. Nature- and science-oriented classes and trips are offered for adults and children. More than 600 volunteers help to feed and care for wild animals, B __________________. Volunteers are active in the museum's work, contributing C _________________. The museum was founded by a local businessman, Alexander Lindsay. Sandy, as friends knew him, started teaching neighborhood children about nature in the early 1950s. Initially housed in an elementary school, the museum began offering school-aged children summer classes, D___________________. After nearly a decade of the museum operation, it became apparent E ___________________. With a new 5,000 square-foot home, the museum could now develop and display a permanent collection of live, native wildlife and natural history objects.
People came to the museum for help with wild animals F ___________________ urban growth. In response, a formal wildlife rehabilitation programme – the first of its kind in the United States of America – began in 1970.

1. that a permanent, year-round site was necessary  
2. as well as teach children and adults about nature  
3. that needed public attention and a new building  
4. as well as field trips focused on the natural world  
5. that had been injured or orphaned because of intense  
6. many hours of service to wildlife care and fundraising  
7. through education programmes and on-site tours

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
</table>

Раздел 4. Письмо (Writing)  
Task 1  
You have received a letter from your English-speaking pen-friend Jane who writes:

…Last weekend was my mom’s anniversary and we had a family gathering. We entertained more than 25 people and lived on leftovers for 2 days after the event. What do you usually cook for special occasions? How often do you entertain people in your family? Do you normally celebrate your family holidays at home, or go to a café or to a club? Why?  
Oh, before I forget, my middle brother won our school tennis tournament…

Write a letter to Jane.  
In your letter  
answer her questions  
ask 3 questions about her middle brother  
Write 100–140 words.  
Remember the rules of letter writing.

Task 2  
Comment on the following statement.  
A person who is fluent in a foreign language can easily teach it.

What is your opinion? Do you agree with this statement?  
Write 200–250 words.  
Use the following plan:  
make an introduction (state the problem)  
express your personal opinion and give 2–3 reasons for your opinion  
express an opposing opinion and give 1–2 reasons for this opposing opinion  
explain why you don’t agree with the opposing opinion  
make a conclusion restating your position
Appendix 3
Sample tasks from Language Examination for college graduates (future English teachers), a British Council project in Russia 1999-2008

LISTENING COMPREHENSION

Listening for gist (Year 3, Final Language Examination)

You will hear five people talking about subjects taught at different schools. From the list A-F choose which subject each speaker is talking about. Use each letter once only. There is one extra letter. You will hear the recording once.

A Latin
B Arts
C Information Technology
D History
E A foreign language
F Music

Listening for specific information (Year 3, Final Language Examination)

You will hear an advertisement of an exhibition. Fill in the missing information. For your answers use the Answer Sheet. You will hear the recording once.

Artists’ Exhibition

The collection includes 1) ______ pieces by 2) ______ local artists

Place: 3) _____________

Address: 1, Queen’s Park Road

Dates: 6th October – 4) _____________.

Display details:
- jewellery
- ceramics
- sculpture

What to see:
Crockery in the shape of 7) _____________
Silver jewellery – large rings with 8) ___________
A shoe sculpture made of 9) _____________

Demonstrations take place 10) _____________
Listening for detailed understanding (Year 3, Final Language Examination)

You will hear a part of a radio programme in which two people are discussing the popularity of audio books. For questions 1 - 6 choose the best answer (A, B, C or D). You will hear the recording twice.

1. Sally thinks that most people make the major use of audio books _________.
   A) on the way to work
   B) when they are with their children.
   C) when they do some gardening.
   D) before they go to sleep.

2. Sally feels that the main advantage of audio books is that they __________.
   A) encourage children to read more.
   B) make more books accessible to children.
   C) save parents from having to read to children.
   D) are read by experienced actors.

3. What does Martin say about the woman in the shop?
   A) she no longer worries about long journeys.
   B) her children used to argue about what to listen to.
   C) she no longer takes her children to France.
   D) her children don't like staying in hotels.

4. In the United States there is a demand for audio books because people there _________.
   A) were the first to obtain audio books.
   B) have to drive long distance.
   C) are used to listen to the spoken word on the radio.
   D) feel that they don't have time to read books.

5. Sometimes the authors read the books themselves because ____________.
   A) their books have just been published.
   B) they want to show their own interpretation.
   C) they have already read extracts from it aloud.
   D) there are no suitable actors available.

6. According to Sally, successful abridgements depend on ____________.
   A) their closeness to the original.
   B) the length of the original.
   C) the style of the author.
   D) the type of story.
READING COMPREHENSION

Reading for gist (Year 3, Final Language Examination)

The following passages were taken from the leaflet of Tate Collection exhibitions. Match the passages with the titles of the exhibitions. One passage is extra. Put the answers in the Answer Sheet:

1. **The Body and the Individual**
2. **Art and Politics**
3. **Surrealism and British Art**

   a) The first exhibition of this kind arrived in London in 1936. It attracted 25,000 visitors and displayed works by Salvador Dali, Andre Breton and Rene Magritte. In non-realistic spirit these works combined objects from a number of sources and caused a kind of puzzlement.

   b) Issue-based work increased as a reaction to the political climate of the 1980s. Many artists produced work that critiqued the structures of society in the hope of bringing about positive change.

   c) As society moved away from Victorian values, so artists moved to embrace modern life. For the young artist it meant leaving the studio, and many found new inspiration in the cafe or music hall.

   d) The artists used organic and perishable materials such as hair, bodily secretions or animal flesh to imply the human form without resorting to conventional methods of depicting it.

   e) In 1920s there was a group of French artists who sought to free the unconscious human mind. By doing so, they hoped to encourage a more liberated art and society. They developed a variety of ways to convey dreams, memories, and fantasies to contradict rational logic and shock bourgeois society. Photography, collage, or a hyper-real style of painting, were used to help intensify artists' visions.

   f) From the late 1960s, a spirit of political and social radicalism motivated many artists in America and Europe. This spirit prompted artists to turn away from expressing of colours and forms and towards an art that confronted and questioned complex ideas and issues.

   g) In the 1990s, work by a group of young British artists received immense national and international attention. The success of these artists stemmed in part from the witty and direct way in which they explored universal themes such as life, death, love and sex. The human body became a topical subject for artists such as Helen Chadwick and Mona Hatoum.
Reading for specific information (Year 3, Final Language Examination)

Study the information given by different schools about the teachers they require:

**Twyfold C of E High School**
Twyfold Crescent
Acton, London W3 9 PP
Tel. 0181 752 0104 Fax. 0181 993 7627
e-mail: pbates@ealing.gov.uk

Required for September 2003

**Teacher of Modern Languages**
(specialist in French)

The Governors are seeking to appoint a well qualified, highly motivated and enthusiastic teacher to take responsibility for leadership of French throughout the curriculum to A level and raising achievement in languages at Key Stage 4. The ability to offer Spanish to at least GCSE is essential. The post arises due to reorganisation of leadership & management within the school.

Twyfold C of E High School is a large, very successful and heavily over-subscribed comprehensive school, committed to standards of excellence in every aspect of education. The position will provide ample opportunity to be involved in structuring a school for the future.

Applicants should be able to demonstrate:

- A passionate commitment to language in the curriculum
- Excellent classroom practice
- Leadership and management skills
- Willingness to contribute to whole school development

Please tel/e-mail Pam Bates at the school for further details and application forms.

Closing date for applications: Friday 31 March 2003

**The Harwich School**, 11-18 Mixed Comprehensive, Hall Lane,
Dovercourt, Harwich, Essex CO12 3TG.
Tel: 01255 506272. Fax: 01255 241144
Roll: 1104

**Teacher of German**
Required September 2003

To join an expanding MFL faculty within a recently designated languages college. All students study German and French at KS3, half of KS4 students study German and A-level German is taught. Results excellent. The department has an excellent PC room with access to multimedia software and the internet. Further major expenditure is scheduled for completion in September. Spanish, Dutch and Chinese are to be introduced.

The school was named as one of the top 100 most improved schools nationally. It was inspected in December ‘99 and described as an effective school where teaching and pupil attitudes to learning are good. It has been designated a languages college w.e.f 1 September 2000 and is a member of the Clacton/Harwich Education Action Zone.

Please apply by letter and CV with the names and addresses of two referees to Ms LJ Clark.

Closing date: Asap

Essex county Council Learning Services

**POOLE GRAMMAR SCHOOL**, GRAVEL HILL, POOLE BH17 9JU
Tel. 01202 692132 Fax: 01202 606500
E-mail: admpps@aol.com
Roll 866 (251 in Six Form)

**TEACHER OF FRENCH**

Required for September 2003 in this oversubscribed 12-18 selective school for boys a teacher of French to undertake responsibilities in the Modern Languages Department. The successful candidate will teach at all levels with considerable opportunities to contribute to the development of the department.

All pupils take French on entry and add German in Year 9. Examination results are excellent. Links abroad include ‘A’ Level work experience in Cherbourg. The school has a wide range of thriving extra-curricular activities and it is hoped that the new appointment will also wish to be involved in these.

For further details and application forms contact the school

Closing date: 31 March 2003.

**SOLIHULL EDUCATION LIBRARIES & ARTS DEPT**
**LODE HEATH SCHOOL**
Lode Lane
Solihull B91 2HW.
Telephone: 0121 704 1421

**Temporary Teacher of Modern Foreign Languages**

Required from the second half of the Summer Term to cover maternity leave: a well qualified French and German teacher, to join an enthusiastic team of Modern Linguists.

Lode Heath is a substantially over-subscribed 11-16 mixed comprehensive school. The successful candidate will teach across the age and ability range and be willing to take part in the full life of the school. Some elements of the post are negotiable. Further details, please contact:

Mrs Jan Blaney, Deputy Headteacher, Lode Heath School

Closing Date: Friday 31 March 2003
The table below contains key requirements to the teachers and the names of the schools. For each item put a tick (✓) if it is true, (⁻) if it’s false or a question mark (?) if there’s no information. Put the answers in the Answer Sheet. One item has been done for you:

<table>
<thead>
<tr>
<th>Needs:</th>
<th>Twyfold</th>
<th>Harwich</th>
<th>Poole</th>
<th>Lode Heath</th>
</tr>
</thead>
<tbody>
<tr>
<td>a teacher of French for at least 2 levels (or more)</td>
<td>0) ✓</td>
<td>1) 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a teacher for a limited period of time</td>
<td>3) 4)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>a teacher to work with a variety of age groups</td>
<td>5) 6)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Context:</td>
<td>7) 8) 9)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>a school for boys and girls</td>
<td>10) 11)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>a school situated in the capital</td>
<td>12) 13)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>school links established</td>
<td>14) 15)</td>
<td></td>
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</tbody>
</table>

WRITING

Spelling and punctuation (Year 3; Final Language Examination)

There are some spelling and punctuation mistakes in the passage below. Find the mistakes and write the correct version in the Answer Sheet. If the line is correct put a tick (✓).  

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
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<tbody>
<tr>
<td>0</td>
<td>Once you have maid up your mind to become a teacher, you have to be made obeying some rules. To be wholly respected by your students it is ✓</td>
</tr>
<tr>
<td>1</td>
<td>necessary to have your knowlege extended and your professional skills</td>
</tr>
<tr>
<td>2</td>
<td>developed. This scheem presupposes your constant search for the most servicable teaching methods and approaches. It is highly advisable for teachers to tolerate any students’ ignorance revealed during the lesson,</td>
</tr>
<tr>
<td>3</td>
<td>which is at times not at all easy to bear. This may require the alteration of your attitude two them. Sometimes students may appear to be hopeless</td>
</tr>
<tr>
<td>4</td>
<td>in understanding some new fact, event or phenomenon. So if the teacher does not switch immediatly to a different way of explaining, the</td>
</tr>
<tr>
<td>5</td>
<td>atmosphere in class may become chaotic. The reasons for this differ</td>
</tr>
<tr>
<td>6</td>
<td>grateley, and do not assume that all your students are bad-mannered and ill-bred, or handicaped; they may just need your words repeated once</td>
</tr>
<tr>
<td>7</td>
<td>again. A whole variety of tecniques can be applied here apart from shouting, which will surely evoke some inadiquate reaction of the</td>
</tr>
<tr>
<td>8</td>
<td>students. So the more inventive the teacher is looking for new methods</td>
</tr>
<tr>
<td>9</td>
<td>of material presentation, the more enjoiable life is for him and his students.</td>
</tr>
</tbody>
</table>
Paragraph writing (Year 2; Language Examination)

Write a paragraph of 50-70 words on one of the topics below:
- An ideal classroom.
- College education: is it enough?

Essay Writing (Year 3; Final Language examination)

Write an essay of 300 – 350 words on one of the topics below:
1. Various career options to college graduates.
2. The pros and cons of modern advertising.
3. Should books, films and plays be subjected to censorship?

Speaking
Dialogue (Year 1; Language Examination)

Look at the pictures; discuss the relations in these families and exchange ideas what these relations can depend on.
Monologue (Year 3; Final Language Examination)

Part A. Monologue

Materials: situation card (to be given to the student)

ICT development has created new opportunities for learning and getting education. Some people think students won’t have to go to school or college in the nearest future as an ‘electronic teacher’ will teach them at home. What, in your opinion, are the pros and cons of e-learning programmes? Do you think new technologies will substitute a human teacher? Why/why not?

Dialoge (Year 3; Final Language Examination)

Part B. Dialogue†

Find the best way to invest the money of your local charity. Your aim is to attract as many citizens as possible. Think of the arguments to support your point of view. Remember: you must reach a consensus.

A
You are for the concert hall

B
You are in favour of the library

C
You think the stadium is the essential investment

† The task was designed for 2 students; each was supposed to take one card - A/B/C
Appendix 4
Administration guidelines for Final Language Examination for college graduates (future teachers of English as a FL) in Russia

Administration guidelines for Language Exams for college students/graduates were designed in Russian so that college administrative staff could read them and take steps to ensure exams were administered in the way they were supposed to.

Administration guidelines dealt with both written and oral examinations. Description of the written part included description of the exam format – Listening, Reading, Vocabulary and Grammar in Use, Writing; timing for each section and a short break before Productive writing section. Examiner and exam taker behaviour was specified, including dealing with misunderstanding, asking questions on exam administration, using reference materials, etc. Marking system for objective items was presented (Table 1), and assessment criteria for subjective items were given.

Guidelines for the oral examination included description of exam format and content, description of exam input (situations, pictures, problem statements, etc). Assessment criteria were presented. Mock exam approximately 2 months before the ‘main’ examination was obligatory. A coordination meeting of examiners and assessors before the examination was obligatory.

Exam administration guidelines (as presented in the original)

Экзамен начинается во время, указанное в расписании государственных экзаменов. Преподаватель, ответственный за проведение экзамена или председатель ГАК напоминает студентам правила и раздает письменные инструкции на русском языке. Инструкции находятся у студентов до окончания экзамена.

Письменный экзамен (Written part)

Письменный экзамен проводится по частям в соответствии с указанными разделами. Все студенты сдают экзамен одновременно, деление на группы не допускается.

Аудирование Listening

Каждый студент получает экзаменационные материалы по аудированию Paper One. Listening Comprehension. Для ознакомления с заданиями предоставляется время (в пределах 2 минут). После прослушивания аудиозаписи студентам предоставляется время для завершения задания. Во время выполнения заданий по аудированию разрешается пользоваться черновиком. По истечении указанного времени по сигналу экзаменатора студенты сдают экзаменационные материалы.

Чтение Reading

Каждый студент получает экзаменационные материалы по чтению Paper Two. Reading Comprehension. По истечении указанного времени студенты
сдают экзаменационные материалы, а лист для ответов оставляют у себя для выполнения последующих заданий.

### Лексика и грамматика английского языка  Vocabulary and Grammar in Use

Каждый студент получает экзаменационные материалы по проверке лексико-грамматических навыков. По истечении указанного времени по сигналу экзаменатора студенты сдают экзаменационные материалы и лист ответов экзаменатору.

### Письмо  Writing

Данная часть письменного экзамена является завершающей. Для ее выполнения раздаются экзаменационные материалы и отдельный (новый) лист ответов. Все задания выполняются в листе для ответов. По истечении указанного времени студенты сдают экзаменационные материалы и лист ответов экзаменатору.

Организация письменной части экзамена по английскому языку предполагает возможность перерыва перед написанием эссе. Длительность перерыва не должна превышать 30 минут. Перед перерывом экзаменаторы собирают листы ответов и экзаменационные материалы у всех студентов, при этом председатель ГАК пересчитывает их количество и сверяет со списком студентов.

Во время проведения экзамена студентам разрешается:
- обращаться к экзаменаторам или их помощникам с вопросами, связанными с организацией экзамена;
- уточнять, что предполагает конкретное экзаменационное задание;
- использовать необходимое количество бумаги для черновиков.

не разрешается:
- пользоваться словарями и другой справочной литературой;
- пользоваться индивидуальными конспектами и предварительными записями;
- выходить из аудитории;
- обращаться к однокурсникам за разъяснениями или письменными принадлежностями

По окончании письменного экзамена председатель ГАК собирает листы ответов, пересчитывает их и сверяет со списком студентов. Следует убедиться, что:
- на экзаменационных материалах и/или листе ответов написаны фамилия и имя студента;
- заполнены только части листа ответов, где не стоит пометка for examiner’s notes. Части листа ответов, которые должны быть заполнены студентом, обведены рамкой.
задание выполнено на предназначенных для этого листах, а не на дополнительной бумаге.

После того, как экзаменационные материалы и листы ответов собраны и пересчитаны, студентам разрешается покинуть аудиторию.

Проверка письменных работ выпускников осуществляется членами Государственной аттестационной комиссии по окончании экзамена. На проверку письменных работ отводится два дня. Оценки по письменной части экзамена выставляются в специальный лист и доводятся до сведения студентов (см. Приложение 2) до начала устной части экзамена.

Студент имеет право ознакомиться с проверенной работой и получить комментарий проверяющего по интересующим вопросам. Система подсчёта баллов доводится до сведения студентов до начала экзамена.

Студент, опоздавший на экзамен, имеет право войти в экзаменационную аудиторию только по окончании текущего раздела экзамена. Выполнение заданий из пропущенных разделов после окончания экзамена не допускается.

Экзаменаторы обязаны дать объяснения студентам по части вопросов, касающихся организации экзамена.

Oral examination
Устный экзамен проводится в один день для всей учебной группы. Все студенты приходят к началу экзамена и остаются в специально выделенной аудитории. Оценки за устную часть объявляются по окончании экзамена. Экзамен должен быть организован таким образом, чтобы ответившие студенты не имели возможности общаться с готовящимися к ответу.

Студентам разрешается самостоятельно выбирать партнера для диалога и устанавливать очередь.

Для проведения экзамена требуется две-три аудитории (для студентов, готовящихся к ответу, экзаменационная аудитория, аудитория для студентов, желающих остаться в колледже до объявления оценок).

В день проведения устной части итогового государственного экзамена по английскому языку другие экзамены на английском отделении по возможности не назначаются.

Примечание: подробное описание экзамена с рекомендациями организаторам включено в обязательном порядке в Пакет экзаменационных материалов. Накануне экзамена проводится собрание экзаменаторов и беседа со студентами.

Система подсчета баллов и выведение итоговой оценки:

Письменная часть экзамена:

<table>
<thead>
<tr>
<th>% правильных ответов</th>
<th>Оценка по пятибалльной системе</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% – 90%</td>
<td>«отлично»</td>
</tr>
<tr>
<td>89% – 75%</td>
<td>«хорошо»</td>
</tr>
<tr>
<td>74% - 60%</td>
<td>«удовлетворительно»</td>
</tr>
<tr>
<td>59% и менее</td>
<td>«неудовлетворительно»</td>
</tr>
</tbody>
</table>
Подсчет баллов на устной части экзамена производится по пятибалльной системе по каждому критерию; оценка выводится путем подсчета среднего арифметического. Итоговая оценка по экзамену выводится путем подсчета среднего арифметического с учетом удельного веса оценок устной и письменной части.

Структура и содержание комплекта экзаменационных материалов по английскому языку
Экзаменационные материалы представляются в заклеенном пакете. Для письменной и устной части подготавливаются отдельные пакеты. Содержимое пакета описывается на его лицевой стороне с указанием даты подготовки пакета, подписи ответственного лица и даты проведения экзамена.

Содержание экзаменационного пакета

<table>
<thead>
<tr>
<th>Наименование</th>
<th>Количество экземпляров</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Письменный экзамен</strong></td>
<td></td>
</tr>
<tr>
<td>Инструкция для студентов (на русском языке)</td>
<td>по одному на каждого студента</td>
</tr>
<tr>
<td>Экзаменационные материалы по разделам</td>
<td>по одной копии каждого раздела на студента</td>
</tr>
<tr>
<td>Листы ответов</td>
<td>по одному на каждого студента</td>
</tr>
<tr>
<td>Аудиокассета</td>
<td>1 шт.</td>
</tr>
<tr>
<td>Ключи для проверки</td>
<td>1 комплект</td>
</tr>
<tr>
<td>Критерии оценки продуктивного письма</td>
<td>1 комплект</td>
</tr>
<tr>
<td>Лист выставления оценок (с ФИО студентов)</td>
<td>1 шт.</td>
</tr>
<tr>
<td><strong>Устный экзамен</strong></td>
<td></td>
</tr>
<tr>
<td>Задание для проверки монологической речи</td>
<td>1 шт.</td>
</tr>
<tr>
<td>Задание для проверки диалогической речи</td>
<td>1 шт. включая верbalьный/ визуальный материал</td>
</tr>
<tr>
<td>Критерии оценки устной речи</td>
<td>по одному комплекту на каждого экзаменатора</td>
</tr>
</tbody>
</table>

Безопасность экзаменационных материалов обеспечивается преподавателем английского языка, Главным экзаменатором, ответственным за проведение итогового государственного экзамена по английскому языку (см. Положение об ИГА)

Критерии оценки и их расшифровка представлены в Приложении 1 к данной Программе. Все критерии в равной степени влияют на выведение итоговой оценки за устную часть экзамена, а также за раздел письменного экзамена, контролирующий умения написания эссе.

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2 Главный экзаменатор избирается межрегиональным Советом педагогических колледжей; должностные обязанности Главного экзаменатора и схема отчетности по результатам экзаменов определяются Советом.
Appendix 5
Lesson evaluation framework for teaching practice at Tula State Pedagogical University

Лист наблюдений

Observation sheet

Учитель Teacher ____________________________
Школа School ____________________________ Дата Date ____________________________
Продолжительность урока Lesson length ____________________________
ФИО посетившего урок Observer’s name ____________________________

<table>
<thead>
<tr>
<th>ЗАДАЧИ УРОКА</th>
<th>MATERIALS USED</th>
<th>ЭТАПЫ УРОКА</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON AIMS</td>
<td>(as the observer sees it)</td>
<td></td>
</tr>
<tr>
<td>ИСПОЛЬЗУЕМЫЕ МАТЕРИАЛЫ</td>
<td>check ✓ as appropriate</td>
<td>LESSON STAGES</td>
</tr>
<tr>
<td>(фильтр)</td>
<td></td>
<td>(кратко обозначить)</td>
</tr>
<tr>
<td>☐ учебник coursebook</td>
<td>☐ наглядность visuals</td>
<td>☐ временные рамки timing</td>
</tr>
<tr>
<td>☐ книга для чтения, рабочая тетрадь reader, workbook</td>
<td>☐ доска black/whiteboard</td>
<td></td>
</tr>
<tr>
<td>☐ раздаточные материалы handouts</td>
<td>☐ TCO technical aids</td>
<td></td>
</tr>
</tbody>
</table>

1.  
2.  
3.  
4.  
5.  ...

---

Translation was done for this research, the original observation sheet is presented and filled out in Russian.
<table>
<thead>
<tr>
<th>РАБОТА НАД АСПЕКТАМИ ЯЗЫКА</th>
<th>фонетические навыки pronunciation skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>(указать, над чем конкретно проводилась работа; была ли работа введением, отработкой, повторением материала)</td>
<td>лексические навыки vocabulary skills</td>
</tr>
<tr>
<td>LANGUAGE SKILLS DEVELOPMENT</td>
<td>грамматические навыки grammar skills</td>
</tr>
<tr>
<td>(specify if tasks aimed at presentation, practice or production of language units)</td>
<td></td>
</tr>
</tbody>
</table>

| ФОРМИРОВАНИЕ КОММУНИКАТИВНЫХ УМЕНИЙ | Аудирование listening |
| (отметить каких, на каком материале) | Говорение speaking |
| COMMUNICATIVE SKILLS DEVELOPMENT | Чтение reading |
| (please specify) | Письмо writing |

<p>| ОРГАНИЗАЦИЯ УЧЕБНОГО ПРОЦЕССА НА УРОКЕ | четкость инструкций clarity of instructions |
| CLASSROOM MANAGEMENT | коррекция ошибок error correction |
| | виды работ (какие, как сочетаются, насколько сбалансированы) |
| | pairwork, groupwork, whole class work and their balance |</p>
<table>
<thead>
<tr>
<th>ГОТОВНОСТЬ УЧИТЕЛЯ К УРОКУ</th>
<th>конспект урока</th>
</tr>
</thead>
<tbody>
<tr>
<td>(отметить ✓)</td>
<td>lesson plan</td>
</tr>
<tr>
<td>TEACHER’S READINESS</td>
<td></td>
</tr>
<tr>
<td>FOR THE LESSON</td>
<td></td>
</tr>
</tbody>
</table>

- Поставлен грамотно  
  carefully and neatly planned  
- Содержит неточности  
  has some drawbacks  
- Не составлен  
  no lesson plan  

<table>
<thead>
<tr>
<th>подготавленность учебных материалов</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>teaching materials</td>
<td></td>
</tr>
</tbody>
</table>

- Подготовлены заранее  
  prepared beforehand  
- Не подготовлены  
  not prepared  

<table>
<thead>
<tr>
<th>состояние ТСО</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>technical aids</td>
<td></td>
</tr>
</tbody>
</table>

- Проверено заранее  
  prepared beforehand  
- Не проверено и создает трудности  
  not prepared and causes difficulty  

(Мальченко А.А., Соколова Н.Г., 2002)
The carbon market – gone in a puff of smoke?

- Sabina Manea
- guardian.co.uk, Monday 24 January 2011 14.00 GMT

The loss of carbon credits worth €28m to cyber attacks lays bare the faults of a highly flawed trading system.

The carbon market has grown to gargantuan proportions – worth €92bn in 2010. He wears a fine cloak, sword at his side, clearly a gentleman of standing. Behind him, representatives of the church expectantly peer out of heavy fur-trimmed garb. Once the money is paid (and it is, as always, a substantial sum), the gentleman’s transgression, be it on the battlefield or in the local bawdy-house, will be forgiven. This is how indulgences were bought and sold in the 16th century all over Europe. The Catholic church would dispense whatever forgiveness was necessary in return for cold cash, saving many tortured souls from eternal damnation.

Carbon trading does a similar job, whereby money thrown at developing countries can somehow absolve polluters from their sins against the planet. In a bid to encourage companies to reduce pollution and fight climate change, they are forced to buy credits to cover their annual emissions. The less pollution they produce, the more unused credits they can sell back in the market. Even better, people like you and me can get involved too. Flying to Barcelona for the weekend? Just click the offset carbon emissions button, and wipe away any guilt.

Carbon credits can be traded in the EU’s emissions trading scheme (ETS), but unlike other commodity markets, it’s not clear that carbon credits are tied to something that will have value tomorrow, or next year. Can the credits be owned, like a piece of property, or can they just disappear into thin air?

And disappear they may. The entire EU trading system was shut down last Wednesday, with credits worth €28m missing following a series of highly effective cyber attacks that have plunged the still emerging carbon market into chaos. To make matters worse, the EU’s ETS is a serial victim; eco-activist hackers shut down the EU carbon exchange website only six months ago. The European Commission’s decision to suspend trading was taken in the wake of break-ins into online accounts in a number of European countries, with the Czech Republic being the latest casualty. The chances of recovering the stolen credits are slim, even more so once the criminals have sold them on. Unlike the money paid for indulgences, carbon credits are nothing more than records in an online account.

Where this leaves the man in the fine cloak is unclear: Those who dabble in the carbon market are vulnerable – whether industrial plants governed by the EU trading scheme or financial speculators wanting a piece of the carbon action. They thought they were buying real goods like oil or gas, which don’t just exist on a computer screen. Right? Wrong.

Whether the market participants actually own the credits like any other piece of private property, or whether hackers sitting in their bedrooms can just wave their wand and make them disappear, is something that the EU ETS is strangely silent on. This is despite the fact that the carbon market has grown to gargantuan proportions – worth €92bn and accounting for 7bn tonnes in 2010 – and is the fastest-growing commodity market in
Appendix 7

Questionnaire for examiners and exam designers on the Final Examination in English for Russian university graduates (Survey 1)

Dear colleague,

We are asking you to take part in research which aims at investigating the effectiveness of language assessment for foreign language teachers in Russia. We would like to ask you to complete this questionnaire concerning the content and format of the current Final examination for university graduates.

When the survey is completed, I intend to include the results in my PhD thesis and, probably, to publish the results in an education or ELT journal.

If you decide to help, please be as truthful as possible. None of the questions are compulsory, so if you would prefer not to answer some of them, that is fine. No answer will be treated as right or wrong.

You do not need to write your name, and no individuals will be identified or traced from this, i.e. confidentiality and anonymity is assured.

The questionnaire will take around 25 minutes to complete.

If you wish to discuss any aspects of the study then please do not hesitate to contact me on N.Sokolova@sms.ed.ac.uk

I very much hope that you will feel able to participate. May I thank you, in advance, for your valuable cooperation.

Yours sincerely,

Natalia Sokolova

Please note that questions with the ‘☐’ options require one answer; for ‘☑’ questions you can choose as many options as you feel necessary.

If you are completing an electronic version, copy and paste these signs ☐ ● to mark your answers.

Background (general information)

Please state your age

☐ 39 or under
☐ 40-60
☐ 61 or over

Please describe your role and experience in Final examinations:

Role
☐ materials developer
☐ exam administrator
☐ assessor/examiner
☐ other (please specify)

Experience of the role(s) above

☐ less than 2 years
☐ 2-5 years
☐ 6-10 years
☐ more than 10 years
Part I. Examination materials design in your department

Q1 Who is involved in materials design in your department?
☐ faculty staff
☐ school teachers
☐ others (please specify)

Q2 What help/resources are available to materials writers?
☐ State Educational Standards developed by the Ministry of Education
☐ Final examination syllabus developed by the department
☐ exam specifications developed by the department
☐ materials from the previous years
☐ recordings of student performance from the previous years
☐ other (please specify)

Q3 Who is involved in choosing exam task types?
☐ faculty administration – the Dean/vice-deans/heads of departments
☐ lecturers and other teaching staff members
☐ local school teachers
☐ other (please specify)

Q4 Are the criteria for choosing task types clearly stated in the Exam syllabus/other document?
☐ yes, clearly laid out
☐ mentioned, but not very clear or well-defined
☐ not mentioned

If yes, what are they?

If not, what are the guidelines you employ?

Q5 Are there any criteria which are more important than others (as prescribed by the Syllabus, specifications, etc)?
☐ yes
☐ no
☐ I don’t know

If yes, which are most important?

Q6 Are the criteria for choosing listening texts presented in the Exam syllabus/other document?
☐ yes, very clearly
☐ loosely described, but not categorical
☐ not given
Q7 Are the criteria for choosing reading texts presented in the Exam syllabus/other document?
- yes, very clearly
- loosely described, but not categorical
- not given

If yes, what are they?
If not (not clear enough), how do you choose texts?

Q8 Are exam tasks moderated (scrutinized by several staff members) before they become exam tasks?
- yes, always  ➤ GO TO Q9
- yes, sometimes  ➤ GO TO Q9
- no

If not, who discusses them before they become exam tasks?
➤ GO TO Q11

Q9 If materials/items are moderated, who is involved in the process?
☐ teaching staff
☐ teachers of English from local schools
☐ faculty administration (including Heads of Departments)
☐ others (please specify)

Q10 What happens if moderated tasks are unsatisfactory?
- they are excluded from the range of potential tasks (task bank)
- they are improved with no further moderation
- they are improved and the second round of moderation takes place
- other (please specify)
- I don’t know
Q11 Are the tasks trialled (administered to a similar group of students) before they become exam tasks?
- yes, always
- yes, sometimes
- no
- I don’t know

Part II. Staff selection and training (materials writers and examiners)
Q12 What criteria are used by the Department in the appointment of materials designers and examiners? (You may tick more than one box)
- teaching experience
- experience in examinations
- appropriate professional qualification
- competence in English language
- expertise in Linguistics/Philology
- reliability
- other (please specify)
- I don’t know

Q13 Do materials writers get some training in materials design (locally or centrally)?
- yes ★ GO TO Q14
- no ★ GO TO Q15
- I don’t know ★ GO TO Q15

Q14 What kind of training is it? (You may tick more than one box)
- in-service seminars for materials designers
- on-line webinars on examination materials design
- coordination meeting at the faculty before materials design
- other (please specify)

Q15 Is there any training for examiners before the examination?
- yes ★ GO TO Q16
- no ★ GO TO Part III
- I don’t know ★ GO TO Part III

Q16 What kind of training is it? (You may tick more than one box)
- how to administer the examination
- how to assess students’ answers
- what level of performance is expected from students in different tasks
- other (please specify)

Part III. Final examination format and content
Q17 What parts does the final examination consist of? (You may tick more than one box)
- language theory
- language awareness (how to apply language theory in the classroom)
- listening comprehension
In your view, what is the focus of assessment?

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic competence</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Receptive skills in general English</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Productive skills in general English</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Receptive skills in professional area</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Productive skills in professional area</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>General vocabulary</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Teacher-specific vocabulary</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>Grammar</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>Classroom English</td>
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<td>○</td>
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<td>○</td>
</tr>
</tbody>
</table>

Part IV. Assessment procedures

Q19 What criteria are employed for assessing student answers?

Q20 Do all criteria have the same weight?
○ yes
○ no
○ I don’t know

Q21 Are there descriptors for each criterion – what is excellent, good, etc.?
○ yes
○ no
○ I don’t know

Q22 How do examiners come to agreement about the final mark?
Q23 Are the existing criteria helpful in resolving disagreement (if any)?
○ yes
○ no
○ I don’t know

If yes, how?/ If no, why not?

Part V. Exam administration
Q24 How many people are there usually present in the actual examining committee?
(if the number can vary please indicate minimum and maximum amount)

Q25 Approximately how much time (on average) is spent on listening to one student
(all tasks from the exam card)?
○ 1 hour ○ 45 minutes ○ 30 minutes ○ 15 minutes ○ less than 15 minutes

Q26 Do you think it is ________ ?
○ too long
○ just right
○ not enough

Q27 How many students do examiners listen to in one day?

Q28 How long is the examination for examiners (from the very beginning to the very
end)?

Q29 How much time (on average) does each student spend in the exam room
(preparation time +speaking time)? Please give minimum and maximum time.

Part VI. Your opinion of the examination
Q30 What do you feel about the exam?
○ completely satisfied
○ satisfied with the content only
○ neutral
○ satisfied with the format only
○ completely dissatisfied
Q31 Please state what you think about the possible advantages of the examination listed below:

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everybody is used to the format, so there is no difficulty in organizing it</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The content of questions fits the subject syllabi and the State Standards</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Examiners have a good opportunity to listen to candidates and ask questions</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The exam assesses everything the graduates will need in the future</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Equal conditions are created for all candidates</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The examination is easy to administer</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q32 Please state **if the following can happen in your situation** (your department):

<table>
<thead>
<tr>
<th></th>
<th>Always happens</th>
<th>Sometimes happens</th>
<th>Never happens</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not all core skills are assessed</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Mostly knowledge is assessed but no skills</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The amount of assessed knowledge and skills is limited – it does not provide a clear picture of a student’s performance</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The students are not in equal situations (content, timing, examiners)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The examination is too long</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Exam materials design is very expensive and time-consuming</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Cheating</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Lack of coordination between examiners (e.g. difference in assessment criteria/interpretation)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Lack of consistency in individual examiner’s work (e.g. due to fatigue, ‘defeated expectation’, lack of attention to criteria)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The answers to some exam questions being just learnt by heart</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Q33 Please state if you think the following is a problem which needs to be solved

<table>
<thead>
<tr>
<th>Problem</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not all core skills are assessed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mostly knowledge is assessed but no skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The amount of assessed knowledge and skills is limited – it does not provide a clear picture of a student’s performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students are not in equal situations (content, timing, examiners)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The examination is too long</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam materials design is very expensive and time-consuming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of coordination between examiners (e.g. difference in assessment criteria interpretation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of consistency in individual examiner’s work (e.g. due to fatigue, ‘defeated expectation’, lack of attention to criteria)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The answers to some exam questions being just learnt by heart</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q34 Would you like any changes to be introduced?
○ Yes
○ No
○ I don’t know

Q35 If you answered Yes to Q34, what kind of changes would you like to have?
☐ new parts added (please specify)
☐ some parts excluded (please specify)
☐ content changed
☐ different task types used
☐ administration changed
☐ other (please specify)

Thank you very much for your time
Appendix 8A

Post-exam questionnaire for examiners (Survey 2)

Dear colleagues,
We would be thankful if you could fill in this questionnaire after the exam is finished and marks announced.
The purpose of this questionnaire is to obtain information on the exam administration and what you feel about it, so that its strengths and weaknesses could be identified.
No answer will be treated as right or wrong. If you prefer not to answer some questions, just omit them. You do not need to write your name or department, so no one will be identified or traced.
We very much hope you will be able to participate. Thank you, in advance, for your cooperation.

<table>
<thead>
<tr>
<th>Preface</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>About yourself</strong></td>
</tr>
<tr>
<td><strong>Degree</strong></td>
</tr>
<tr>
<td>☐ PhD Linguistics</td>
</tr>
<tr>
<td>☐ PhD Literature</td>
</tr>
<tr>
<td>☐ PhD Education</td>
</tr>
<tr>
<td>☐ other (please specify)</td>
</tr>
<tr>
<td><strong>Experience as examiner</strong></td>
</tr>
<tr>
<td>☐ 2 years or less</td>
</tr>
<tr>
<td>☐ 3-5 years</td>
</tr>
<tr>
<td>☐ 6 years or more</td>
</tr>
<tr>
<td><strong>About exam</strong></td>
</tr>
<tr>
<td>Date of exam ___________________________ Exam started ___________________________</td>
</tr>
<tr>
<td>Exam finished ___________________________</td>
</tr>
<tr>
<td>Number of students ___________________________</td>
</tr>
<tr>
<td><strong>Examination procedures</strong></td>
</tr>
<tr>
<td>Number of examiners ___________________________</td>
</tr>
<tr>
<td>Did the number of examiners vary within the day? ☐ yes ☐ no</td>
</tr>
<tr>
<td>Did you intervene into student answers? ☐ yes ☐ no</td>
</tr>
<tr>
<td>If yes, what were the reasons for intervention?</td>
</tr>
<tr>
<td>☐ the content was covered insufficiently</td>
</tr>
<tr>
<td>☐ students made language mistakes</td>
</tr>
<tr>
<td>☐ students made other mistakes (e.g. content)</td>
</tr>
<tr>
<td>☐ the task was not achieved</td>
</tr>
<tr>
<td>☐ other (please specify)</td>
</tr>
<tr>
<td>What kind of intervention was it?</td>
</tr>
<tr>
<td>☐ correction</td>
</tr>
<tr>
<td>☐ praising/encouraging</td>
</tr>
<tr>
<td>☐ giving a clue</td>
</tr>
<tr>
<td>☐ other (please specify)</td>
</tr>
</tbody>
</table>
Is your behaviour (as examiner) specified/restricted by the exam syllabus/specifications? (e.g. the number of questions you can ask, if/when you can give a clue, etc.)
- yes
- no
- not sure

Do you think examiner behaviour **should** be specified/restricted?
- yes
- no
- not sure

Why/why not?

### Assessment

Did you keep notes while listening to students?
- yes
- no

Did you negotiate marks before announcing them to students?
- yes
- no

Did any marks cause argument?
- yes
- no

If yes, what caused argument? (Tick as many as necessary)
- content/depth of covering the issue/question
- degree of understanding of the text
- student language (please specify)
- other (please specify)

Were assessment criteria helpful in resolving the argument?
- yes
- no
- not sure

Are assessment criteria clearly written?
- yes
- no
- not sure

Are assessment criteria available to students before the exam?
- yes
- no

Are assessment criteria referred to when you announce marks?
- yes
- no

If there is anything else you would like to add about the examination please use the space below

Thank you very much for your time
Appendix 8B

Post-exam questionnaire for students (Survey 2)

Dear Student,

We would be very thankful if you could fill in this questionnaire. It will take about 10 minutes of your time.

This survey aims to investigate administration procedures of Final Language examination for university graduates (English teachers). If you decide to help, please be as truthful as possible. No answer will be treated as right or wrong. None of the questions are compulsory so if you would prefer not to answer some of them, that is fine. You do not need to write your name, and no one will be identified or traced from this, i.e. confidentiality and anonymity is assured. If you feel like answering some open-ended questions in Russian, that is absolutely fine.

May we thank you, in advance, for your valuable co-operation.

Exam description/profile

<table>
<thead>
<tr>
<th>Date of exam</th>
<th>Year</th>
<th>Subject</th>
<th>Exam format</th>
<th>Exam content</th>
</tr>
</thead>
</table>

Reference materials (dictionaries, grammar references, etc.)

- □ allowed
- □ not allowed

Number of examiners

Beginning of examination

Examination procedures

<table>
<thead>
<tr>
<th>Number of students when you came in the exam room</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time you had for preparation</th>
<th>Time you spent answering</th>
</tr>
</thead>
</table>

Other students can hear the answer

- □ yes
- □ no

Your answer

Did you have opportunity to say everything you planned?

- □ yes
- □ no

Were you asked questions apart from those in the examination card?

- □ yes
- □ no

Was there any intervention from examiners?

- □ yes
- □ no

What kind of intervention was it?

- □ correction
- □ praising/encouraging
- □ giving a clue
- □ other (please specify)
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were, to your mind, reasons for intervention?</td>
<td>- the content was covered insufficiently</td>
</tr>
<tr>
<td></td>
<td>- I made language mistakes</td>
</tr>
<tr>
<td></td>
<td>- I made other mistakes (e.g. content)</td>
</tr>
<tr>
<td></td>
<td>- the task was not achieved</td>
</tr>
<tr>
<td></td>
<td>- other (please specify)</td>
</tr>
<tr>
<td>What was the effect/result of intervention?</td>
<td>- helped me to improve quickly</td>
</tr>
<tr>
<td></td>
<td>- disrupted my ideas/thoughts</td>
</tr>
<tr>
<td></td>
<td>- I did not understand what I was expected to improve</td>
</tr>
<tr>
<td></td>
<td>- other (please specify)</td>
</tr>
<tr>
<td>What, do you think, was examiners’ attitude?</td>
<td>- friendly</td>
</tr>
<tr>
<td></td>
<td>- neutral</td>
</tr>
<tr>
<td></td>
<td>- harsh/unfriendly</td>
</tr>
<tr>
<td></td>
<td>- other (please specify)</td>
</tr>
<tr>
<td>Did examiners keep notes?</td>
<td>- yes</td>
</tr>
<tr>
<td></td>
<td>- no</td>
</tr>
<tr>
<td>Assessment procedures</td>
<td>Are you aware of criteria employed for assessing your answer?</td>
</tr>
<tr>
<td></td>
<td>Were they helpful for your exam preparation?</td>
</tr>
<tr>
<td></td>
<td>If yes, how did they help?</td>
</tr>
<tr>
<td></td>
<td>If no, why not?</td>
</tr>
<tr>
<td></td>
<td>If you feel like adding something about the examination please use the space below</td>
</tr>
</tbody>
</table>

*Thank you for your time and good luck at your exams!*
Appendix 9

Needs analysis of teachers of English as a FL in Tula region, Russia (Survey 3)

Dear colleagues,

The **purpose** of this survey is to investigate which language skills English teachers in Russia need for/engage in their everyday professional life. We would also like to know how confident teachers feel within various areas of the English language. Your opinion is important. Please remember that there are NO right or wrong answers. If you feel uncomfortable answering some questions – that is fine, just omit them. If you feel that there is something else you want us to know please use the space at the end of the questionnaire. 

*All information you provide is anonymous and confidential.*

Please copy and paste these signs ☑ ● to mark your answers in the electronic version

**Introduction**

Please state your age

- ⃝ 39 or under
- ⃝ 40-60
- ⃝ over 60

Please indicate your work experience (as an English teacher)

- ⃝ 5 years or less
- ⃝ 6-10 years
- ⃝ 11-20 years
- ⃝ more than 20 years

What level(s) do you currently teach and have previously taught at? Choose as many as applicable to your situation.

☐ primary school
☐ secondary school (year 5-9)
☐ upper-secondary school (year 10-11)
☐ college/ university – a FL department
☐ college/ university – other than a FL department
☐ post-diploma / in-service
The English you need
Below you will find items asking you about activities an English teacher might be involved in, how often you are involved in them and how confident you feel about these.
If you are currently not working (maternity leave, sabbatical leave, retirement or other reasons) think of any time you were more ‘professionally active’.

Q1 Please rate how often you are (were) involved in the following receptive activities in English in the last 5 years

<table>
<thead>
<tr>
<th>Q1.1 Listening</th>
<th>Never</th>
<th>Seldom (once or twice a year)</th>
<th>Sometimes (3-10 times a year)</th>
<th>Often (1-3 times a month or so)</th>
<th>Very often (once or several times a week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to speakers at conferences, seminars, webinars</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Listening to your pupils/students performing in the classroom</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Listening to students at teaching practice reflecting on their lessons</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Observing English lessons</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Watching TV, listening to radio, including on-line, for information</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Listening to recordings for coursebooks</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q1.2 Reading</th>
<th>Never</th>
<th>Seldom (once or twice a year)</th>
<th>Sometimes (3-10 times a year)</th>
<th>Often (1-3 times a month or so)</th>
<th>Very often (once or several times a week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading ELT literature, including ELT magazines</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Reading books/articles on Linguistics/Philology</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Reading teacher’s books and resource packs for lesson planning</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Reading reference materials (dictionaries, grammar books, etc.)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Reading student writing for giving feedback</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Browsing web-sites for teachers</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Reading book catalogues</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Reading job adverts</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Reading exam sample papers (including examinations for language teachers)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Q2 Please rate how often you are (were) involved in the following productive activities in English in the last 5 years

Q2.1 Speaking

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Seldom (once or twice a year)</th>
<th>Sometimes (3-10-times a year)</th>
<th>Often (1-3 times a month or so)</th>
<th>Very often (once or several times a week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a report/presentation at conferences/seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making a report on-line</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storytelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving feedback on student performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving feedback on observed lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explaining language items to pupils/students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving instructions for activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintaining discipline in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to colleagues at conferences, seminars, etc. (including asking questions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q2.2 Writing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Seldom (once or twice a year)</th>
<th>Sometimes (3-10-times a year)</th>
<th>Often (1-3 times a month or so)</th>
<th>Very often (once or several times a week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving written feedback on student work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing references (for colleagues, students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing lesson plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designing teaching materials</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Making presentations (for lessons, conferences, etc.)</td>
<td></td>
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</tr>
<tr>
<td>Writing letters to ELT journals</td>
<td></td>
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<tr>
<td>Posting comments on ELT sites</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Writing articles</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Writing formal letters (e.g. to ELT or other journals, teaching institutions, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q3 Please rate how confident you feel in the following areas of the English language:

<table>
<thead>
<tr>
<th>Area</th>
<th>Extremely unconfident</th>
<th>Not confident enough</th>
<th>Neutral/do not know</th>
<th>Rather confident</th>
<th>Very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>listening</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>reading</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>writing</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>speaking – accuracy</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>speaking – fluency</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>general vocabulary</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>specialized language teaching (ELT)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>terminology</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>classroom language</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>grammar</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>ability to explain language items to pupils</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>pronunciation</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Thank you very much for your time
Appendix 10

Needs analysis of final year university students of FL department (future teachers of English) (Survey 4)*

Dear colleagues,
The purpose of this web-survey is to investigate into the areas of English where young teachers function during their teaching practice at school. Besides, we would like to know how confident you feel within these areas. We would also like to get your view on the final language examination for university graduates. Your opinion is important. Please remember that your answers will not be treated as right or wrong. If you feel uncomfortable answering some questions – that is fine, just skip them.

All information you provide is anonymous and confidential.

Introduction
Please indicate the number of teaching practices you’ve had at university
☐ 1  ☐ 2  ☐ 3  ☐ more than 3

In what type(s) of school(s) did you have your teaching practice? Choose as many as applicable.
☐ state comprehensive school
☐ state language school/lyceum/gymnasium
☐ private school
☐ other (please specify)

What level did you teach at?
☐ primary (Year 1-4)
☐ secondary (Year 5-9)
☐ upper-secondary (Year 10-11)

The English you need(ed) during your teaching practice
Below you will find questions about activities you did during your teaching practice. How often did you do these? How confident did you feel in different areas of professional teacher English?

Q1 Which activities did you do in English at least once/once every teaching practice – in class, staffroom, at home?
☐ lesson planning
☐ browsing teacher web-sites
☐ reading an ELT article/book
☐ reading an article/book in Linguistics
☐ reading a grammar reference book
☐ writing comments on teacher forums
☐ conducting classes
☐ giving oral feedback to pupils
☐ making presentations

* For technical convenience, this appendix presents a Microsoft Word version of the survey that was then converted into a web-version. Web-link to the online version and screenshots are given in Chapter 6
correcting pupils’ written work
retelling what you read/heard to colleagues
listening to coursebook audio/watching video
designing teaching materials
discussing teaching issues with colleagues

Q2 As a trainee teacher at school, how often were you involved in the following receptive activities in English?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Seldom (once or twice)</th>
<th>Sometimes (5 times, or so)</th>
<th>Often (nearly every week)</th>
<th>Very often (nearly every day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to pupils performing in the classroom</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Observing English lessons</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Listening to recordings to coursebooks</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Watching news (including the web), watching films</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Watching (taking part) in ELT seminars</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Reading teacher’s books/resource packs</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Reading ELT literature</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Reading newspapers/magazines (including the web)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Reading books (fiction) for pleasure</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Browsing web-sites for teachers</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Reading your pupils’ written work</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Reading books/articles on Linguistics</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Reading reference books (grammar, dictionaries, etc.)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

Q3 As a trainee teacher at school, how often were you involved in the following productive activities in English?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Seldom (once or twice)</th>
<th>Sometimes (5 times, or so)</th>
<th>Often (nearly every week)</th>
<th>Very often (nearly every day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting classes</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Giving feedback on pupils’ performance</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Explaining language items to pupils</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Giving instructions for activities</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Retelling/discussing what you read/heard with colleagues</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Correcting pupils’ written work</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Designing materials for your pupils</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Posting comments on ELT sites</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

Q4 Which of these activities did you find
Easy?____________________________________________________
Problematic?____________________________________________
Q5 Please rate how confident you feel in the following areas of the English language:

<table>
<thead>
<tr>
<th>Area</th>
<th>Extremely unconfident</th>
<th>Not confident enough</th>
<th>Neutral/Do not know</th>
<th>Rather confident</th>
<th>Very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>general vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>specialized language teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELT terminology</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>grammar</td>
<td></td>
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<tr>
<td>pronunciation</td>
<td></td>
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<tr>
<td>classroom language</td>
<td></td>
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<tr>
<td>listening</td>
<td></td>
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<tr>
<td>reading</td>
<td></td>
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<td></td>
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<tr>
<td>speaking – accuracy</td>
<td></td>
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<tr>
<td>speaking – fluency</td>
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<tr>
<td>writing</td>
<td></td>
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</tr>
</tbody>
</table>

A language examination for English language teachers as you see it

Q6 Should the Final language examination at university be obligatory for future teachers of English?
○ yes  ○ no
Why?/Why not?

Q7 What parts should the examination consist of? Tick as many as you feel necessary
☐ linguistic theory
☐ 'general' listening
☐ professional ('teacher') listening
☐ 'general' reading
☐ professional ('teacher') reading
☐ ability to teach linguistic items to pupils
☐ speaking (everyday topics)
☐ classroom language
☐ writing (everyday topics)
☐ professional ('teacher') writing
☐ vocabulary and grammar
☐ ELT terminology
☐ linguistic terminology
☐ other (please specify)

Q8 Should the examination be __________?
○ written  ○ oral

Q8 Please describe how you see a Final university examination for prospective language teachers (topics, task types, tests, assessment criteria, etc. – anything you feel important). If you prefer to write in Russian – that is fine.

Thank you for your time
Appendix 11
Interview framework for teachers of English as a FL in Tula, Russia

We are not testing your memory and there are NO right or wrong answers. We are very interested in YOUR opinion

**Introduction/ background**
What is your experience in teaching English? (How many years have you been teaching English?)

What type of school are you now teaching at?

How long have you worked at this school?

Have you taught at other schools/institutions?

What is the age group you work with?

What is your working load per week?

What activities do (did) you do in your typical week?
- prepare for lessons and write lesson plans
- browse the Internet for classroom activities
- read books/articles on Linguistics/Philology
- read books/articles on foreign language teaching issues
- write about linguistic issues
- write about foreign language teaching problems
- conduct classes
- discuss teaching issues with colleagues
- give feedback to students (including marking written work)
- read reference materials (dictionaries, grammar books, etc.)
- make presentations
- other (please specify)

**Examination in English**
Do you remember the Final examination in English you took at university?
- When did you take it?
- What were you supposed to do at the exam?

Here is a sample of examination papers which are used these days. Are they different from what you had? (SAMPLES)

Please look at these materials and, from your current position as a teacher, reflect on how useful these tasks are in assessing what an English teacher needs at school.

**Linguistic part (SAMPLE 1)**
- appropriate in relation to a teacher’s future needs
- rather appropriate
- don’t know
- rather inappropriate
- absolutely inappropriate
Why do you think so?

If you were to change anything you think necessary what changes would you introduce?

**Reading and speaking** *(SAMPLE 2)*
- ☐ appropriate in relation to a teacher’s future needs  ☐ rather appropriate
- ☐ don’t know  ☐ rather inappropriate  ☐ absolutely inappropriate

Why do you think so?

If you were to change anything you think necessary what changes would you introduce?

**Listening and speaking** *(SAMPLE 3)*
- ☐ very well suited to a teacher’s future needs  ☐ quite suited  ☐ don’t know
- ☐ not too much related to a teacher’s needs  ☐ not related to a teacher’s needs at all

Why do you think so?

If you were to change anything you think necessary what changes would you introduce?

From your current position, what parts, do you think, the exam should consist of?

☐ linguistic theory
☐ ‘general’ listening
☐ professional (‘teacher’) listening
☐ ‘general’ reading
☐ professional (‘teacher’) reading
☐ ability to teach linguistic items to pupils
☐ speaking (everyday topics)
☐ classroom language
☐ writing (everyday topics)
☐ professional (‘teacher’) writing
☐ vocabulary and grammar
☐ ELT terminology
☐ linguistic terminology
☐ other (please specify)

Should the Final language examination at university be obligatory for future teachers of English?
☐ yes  ☐ no

Why?/Why not?

Should the examination be _________?
☐ written  ☐ oral

Please describe how you see a Final university examination for prospective language teachers (topics, task types, tests, assessment criteria, etc. – anything you feel important).
Appendix 12
Teacher interview transcripts

INTERVIEW 1  Age group: under 39  20/01/13
12am
INTERVIEWER
Relationship with the interviewer: teacher – student (in the past); colleagues now
1. M1
2. A
3. AN
4. O

All participants know each other as fellow students and/or colleagues. Maya, Anna and Oxana are graduates of the college-uni programme (3+3), Anastasia graduated from university (5 years). A warm-up talk about what was happening for last 3 years (the time since we last met 'professionally').

INTERVIEWER: OK, ladies, thank you for coming. You all know what we are here for. If you do not mind, let us start.
So the first question, as you see.

What is your experience in teaching English? (How many years have you been teaching English?)
M1: I have been teaching English for 9 years.
INT: Oh my goodness. Nine years!
M1: Nine years, aha…
INT: And what type of school?
M1: Well, comprehensive state school, yeah.
INT: So, comprehensive school. Here in Tula?
M1: Yes
O: The same school for me, but I started… I came to this school one year later… but I left in 2010… you remember? It was a bit difficult for me.
A: I have been teaching English for 7 years in Tula region and for 2 years here
INT: So, 9 years all in all. And for you M.
M: Nine years in the same school
INT: So, you have not taught in any other institution. And have you, Anya, noticed any difference between the two schools?
A: There is difference. Students themselves and, maybe, facilities.
INT: The school in Tula is better equipped, isn’t it?
A: Oh, yes.
AN: I’ve been teaching English for five years. Yes. I worked in the Gymnasium in Aleksin when I got my diploma, then I worked at school “English Time”. I had evening courses for different students. Sorry, I mean students of different ages.

---

5 O was diagnosed with a medical condition in 2010 and now works from home
After that I worked at English-Natalie online school… they teach English by Skype… so… it was in 2011-2012.

**INT:** And what is the age group you work with?
**M1+A:** All age groups, actually. From 7 to 17.
**A:** Primary and secondary and high school
**O:** Oh… I am a private tutor now, I have secondary school students… though one guy wanted TOEFL, I did not agree
**AN:** I am a tutor now and I work for myself. Right now my youngest pupil is 9 years old and my oldest student is around 40.

**INT:** And what is the working load? How many hours?
**M1:** I have 28 hours per week but actually I have always had more than 30. So this year is a kind of relaxation to me. (Laughter)
**A:** This year I have 31 hour, last year I had 35 hours, earlier I have less load cause I have some administrative work.
**INT:** Aha
**A:** But in general it is 24 or more

**INT:** Anyway, it has never been less than 24 hours, has it?
**A:** That’s true
**O:** When I worked (at school – NS) I also had much. Not that much as girls have now but quite enough. Now it’s 15 hours
**AN:** It’s 11 hours a week now as I’m expecting a baby and can’t work a lot. But before it… it was a big amount of hours, in gymnasium especially. Oh… (Laughter)

**INT:** Well, a big amount of work… OK, as you see, there is a list of activities a teacher might be involved in. You can just tick those you do every week.
The teachers tick off the activities in the list

**INT:** ‘Typical’ means that nothing outstanding, nothing extraordinary happens.
**M** (ticking ‘prepare for lessons and write lesson plans’): I do not write lesson plans, I read the material in teacher’s book and I can… just put 1,2,3 there

**INT:** But you anyway prepare for lessons
**A+M1:** Yes, of course
**A:** But we do not write lesson plans. Maybe sometimes we do a list … say…what is number 1 and so on
**AN:** Lesson planning is definitely very common. I always wrote (imitates writing) lesson plans when worked at school. Now I don’t but I always read teacher’s book.
**M1:** Of course, I browse the net for classroom activities. Usually we do not read articles on Linguistics.
**A:** Maybe sometimes on Psychology

**INT:** Oh, in Psychology
**A:** Oh, sorry, the list says Philology… Sorry… Articles on Psychology, yes, maybe but not Philology

**AN:** (nodding) articles about language teaching. I mean, I read them… and I do not read about Linguistics
**O:** No use… We need practical things… I mean, how to teach

**M1** (reading further through the list): We conduct classes, of course and we discuss some teaching issues with colleagues
INT: Do you usually discuss them in Russian?
M1: Yes, of course
AN+O (almost together): we conduct classes but we never discuss them… or something else in English
O: We have nobody to discuss it with. We…
INT: Sorry… you mean you do not discuss classes because you work from home?
O: Well, yes… but our colleagues who are … older…
INT: Colleagues with more teaching experience?
O: Yes! They cannot discuss these issues in English as they never had Methods\(^{6}\) in English.
M1: I would say we discuss things in Russian but use a lot of English terminology. You (addressing the interviewer) did not allow us that, you remember?
INT: Yes, I do! I remember saying ‘Either good Russian or good English, but not both in one sentence’

A: We mark written work and give feedback
INT: Aha…
M1: And we make presentations but more often we download the presentations from the net.
INT: Oh, are they available? Good!
A: Because it takes so much time to make a good presentation. And we do not have… time…
INT: But if you can download a good presentation what’s the use making it?
A: And we also sometimes prepare our children for some extra-curricular activities. For example, we now have a week of the English language and we prepare together songs, plays… extra curricular activities anyway… And maybe different sorts of quizzes, tests…
INT: Do you mean some kinds of teaching materials or the events?
A: The events, yes. But we do teaching materials, extra materials, like tests, handouts for children…
INT: Oh, handouts…
A: Yes, especially for primary school…
AN: And we mark written work. Correct mistakes, you know. But I never explain things in English, it’s pointless.

INT: Thank you very much. And now, about the exam, probably.
M1: Aha…
INT: Do you remember?..
M1 (reads the question in the interview framework): Aha… It was … six years ago, I think. In 2007. In June.
INT: In June?
M1: Yes, it was summer. And we were supposed to do several activities during the exam including listening and reporting and we were to comment on the text and to talk about… some theoretical material including Lexicology… either Lexicology or Phonetics, Grammar…
INT: So, a wide variety of theoretical points.
Do you remember the number of the tasks?

---

\(^{6}\) O. refers to the TESOL course at college and university
M1: Three tasks.
AN: Actually, I don’t remember it quite well. It was in spring 2009. We were … we did some listening tasks, and there was a newspaper article which we had to read, render and discuss with our teacher and we also had to read some text and give our own opinion. If we agree or disagree with the author… something like that.
O: I remember there was a big linguistic part, we had to learn a lot from theoretical subjects. And then there were questions… well… there was reading and listening, we had to listen and retell… I remember I had a text about ecology
INT (showing samples of present-day exam materials that are the same as those M is talking about): Here is the sample, just in case. I would like you to have a look at them from your current position, from the position of a teacher. Not a student, as you were, but as a teacher. And I would like you to… express your opinion on how useful or how appropriate the tasks, the texts, the topics are for what you are currently doing. If you feel they are absolutely appropriate and useful for what you do every day or, probably, partially appropriate and there is something you would like to change or you would, probably, say they are inappropriate at all. I would like to hear your opinion.
M1: The linguistic part… it is appropriate, I think.
INT: Aha… Right.
M1: Of course, the teacher must know the subject she teaches and that’s why they (points at the question samples) are absolutely appropriate
A: Because we can be asked questions from our students concerning why… this or that phenomenon is used in the language and it is important to be able to answer… so these questions are appropriate.
INT: Right. So, you would not change anything in this part, you would leave everything as it is…
A+M1: Yes
AN: I don’t know if it is appropriate. I am not sure that teachers can use so deep knowledge working at school. Of course, teachers should know a lot but I think such tasks are more for University teachers, for people who want to devote their lives… well, I don’t know… who want to become linguists. Or those who want to teach Linguistics. This is too deep for school, pupils do not need it.
A: But we don’t know what they can ask…
AN: True, but did you use… I don’t know how to put it. When they ask, do you tell them in that detail?
O: I thought about that when I was preparing for the exam. I thought… I wondered… Oh, it’s so difficult to say. I mean, to explain. You know this and you know that but then you explain the difference between Present Simple and Present Continuous and you see that they do not understand. And what you (points at everybody) know about P Simple and P Continuous does not help.
INT: So, do you think… If you could change it, would you change it?
O: I would change something, but I don’t know what. These questions should be there. I mean, teachers must know theory. But it should be less complicated… or more practical.
AN: I would give the choice because teaching at school and teaching at University is not the same⁷. I believe there should be two different directions or specialties at

⁷ Some university graduates in Russia are offered a position at university just after graduation (usually those who have qualifications with honours)
Pedagogical Universities. I think students should choose from the very beginning what they are going to do in future – work at school or at University and they should be taught according to their choice. Less theory for school teachers and more for university teachers.

O, M1: How can you know from the very beginning?

INT: Oh, this requires special attention, probably not even now. It’s very interesting. But… if I get you right, the idea is that the linguistic part should be… somehow reconsidered.

M1: But it must be there! (Laughter)

INT: And what about the Reading, then?

M1 (meaning the task type): What should we do?

INT: Comment. You remember, you have to comment…

M1: Oh, yes. We have to read and summarise the article… and it is appropriate…

INT: Aha, appropriate.

M1: Yes, because it evaluates our ability to understand what we read and also highlight the main ideas of it, the main point of it… to say what you think of it…

A: The level of English is advanced… it meets our level of English… Actually, I think it’s appropriate.

AN: This text covers urgent problems. The vocabulary isn’t simple here. So ability to understand the text which is not devoted to everyday life is checked.

INT: Sorry, what do you mean?

AN: I mean, the text is difficult and you will only understand it if the level of English allows… if it is high.

M1: Like in TOEFL!

O: But TOEFL is not for teachers!

M1: Of course it’s not. But if you understand texts in TOEFL you understand them all… I mean, if you do TOEFL you are able to read anything.

O (in a gloomy voice): Aha, anything. You remember (mentions the name) how she pronounced ‘gist’ (mispronounces the word). Remember she made them [students] to translate every word? But the task said – read and say what the text is about.

A: So what? She did not know the word but she can read!

O: How you can read if you do not know words?

INT: Ladies, this is (points at the text) only a sample!

O: Oh… yes, of course. But what are other texts about?

INT: Mostly about everyday topics. Plus one or two texts about upbringing.

AN: Texts about upbringing are easier then. Some students will have a text about carbon dioxide and some will read about upbringing.

M1: But texts about upbringing can also be difficult.

INT: Right, it’s really interesting to listen to you. All you say is important. But. Let us somehow… let us summarise what you like about these texts and what is… what makes you uncertain.

[Pause]

M1: I think the texts are good. They are quite difficult… quite challenging…

AN: I agree, the level of English is OK. But…

O: They have nothing to do with teaching. Sorry… I interrupted.
AN: No problem. I wanted to say they are quite different… you know… if I got this text (points at the sample) about carbon dioxide I don’t know… I don’t know what I would say
INT: Do you mean that…
AN: They should be closer to our background.
M1: We all have different backgrounds.
O: Can I say? I think I understand ANAST. The texts should be closer to our profession.

INT: Right. Thank you. And what you are supposed to do with the text is also appropriate?
M1: Yes, it’s quite good to be able to retell what you read so other people understand…
AN: Speaking tasks check ability to understand the message of the text. To my mind, future teachers should be able to speak on lots of topics.
O: Speaking is not only retelling
INT: Oh, I agree with you
O: I like much more what we did at college⁸. It was speaking.

INT: Right.. And do you remember listening?
M: I had a problem of … men staying at home and women work. And men do ironing, cleaning… all these… and how the roles of women and men have changed in modern life. Actually, it was an up-to-date problem, rather sharp and … rather interesting.
A: I think the topics were chosen in a right way…
INT: Aha… and what were you supposed to do with the text? So, you listened to the text …
M1: Then we had to state the problem and express opinion.
INT: So, you had to agree or disagree… in any way express your opinion…
M1: Yes, to give some examples…
    So, I think the task was appropriate, too, because it checked what we understood and our ability to elaborate on the topic.
INT: So, would you agree that the task assesses speaking?
M1: Yes, it’s an integrated task…
A: And the examiners can see how well we can do this or that…
O: For me, this part is OK but I would add what I have already said about reading
INT (pointing at the interview framework): There is a question here and the question is if you would change anything in the exam.
[pause]
M1: I think I would leave everything as it is.
INT: So, everything is appropriate.
M1: Well, yes.
A: I think it’s difficult to say… we are discussing the case of language… but according to our job, according to our profession, we must .. to teach (highlights) our pupils and sometimes teachers demonstrate lack of methodology, so to say. So they can’t … give

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⁸ Sample tasks from Language Examinations at college are presented in Appendix 3
the explanation or to teach children to speak or to read or even classroom management is bad…

INT: So, you mean that the teacher might know something perfectly but it does not mean they can teach.
A: Yes, they can know the language rather well but they cannot teach.
INT: But do you think it could be checked at the exam?
A: I think yes.
INT: It is very interesting, I’m very interested in that. So, what are the ways it could be arranged?
A: Well, theoretical questions.
INT: Oh, right… you mean, adding questions about teaching?
A: Yes, and maybe some situations.
INT: Simulation?
A: Maybe … I know it is difficult… but maybe to show some part of the lesson… or to describe what you are doing and why..
INT: It’s so interesting! Because a lot of people, in the world think of what is the best examination for teachers and if it should be kind of … general English, like here (points at the samples) or it should have some professional component and people still have not come to an agreement
M1: well, but as far as I remember we have a language part here and a pedagogical part … in our paper (diploma paper – N.S.).
INT: I would not agree with you here because the diploma paper shows how well you can apply this or that technique… I am in no way arguing with you… but for your paper you should choose some narrow area and ignore others which is natural as you cannot study everything in your 50 page paper… you could not write your diploma about everything… so you narrow the focus down and it’s good… But it is kind of specific… it does not show how good you are in other areas of teaching…
M1: That’s true…
INT: Coming back to the language exam…
A: Some professional component can be added.
INT: Aha. Can I ask you, from your current position again, to say what the exam should include.
[pause – teachers are looking at the list of potential parts of a language examination] It does consist of some of these parts but what do you think it should contain anything else?
M1: I think writing should be included.
INT: Right.
M1: An essay. Because writing is not supposed here and it’s rather important.
INT: So, you think writing should be included. And do you think… what task type should be employed?
M1: Essay.
INT: Aha… And an essay about what? Some kind of general topic or …
M1: Preferably about teaching
INT: And… should it be a task for the classroom? I mean, for the examination room?
M1: Yes, it should be one of the exam papers. 300 words, or so.
INT: OK… so if I understood you right, it should be about teaching-related topics… not too long… Well, it’s interesting.
AN: I think it should contain … (puts ticks in the list provided) professional listening, ability to teach linguistic items to pupils, speaking on everyday topics, professional writing, vocabulary and grammar
O: I’d add professional terminology
INT: As a separate section?
O: Well, I don’t know. Probably, in the vocabulary section. Or in reading.
INT: And some final questions, if you don’t mind. Do you think the final language exam should be obligatory?
A: Yes! If you qualify as a teacher you must take this exam.
INT: But why? Can it be a matter of choice?
A: Well… when preparing we refresh the material we studied during the course and it helps to revise all the material…
INT: I see…
M1: And we are talking about qualified teachers…
AN: All students are usually nervous about their exams. But now I can say it is necessary because teachers can be put in many situations where their abilities can be checked, so they have to prepare for it at the University.

INT: Should the exam be oral or written?
M1: Both. Half oral, half written.
INT: You mean… if it is an essay, of course it is written. But the answers to the questions… what about them?
M: They can be oral, like now.
AN: Vocabulary and grammar can be a written test
O: Reading can be written
M1: How it can be written? If you comment on the article?
O: Like in the college, for example
M1+INT: I see.
INT: And there is the final question here. How do you see the final examination for language teachers? You’ve partially answered it already… Still, do you think there are some specific topics which, you think, should be or must be included, or task types that should be there or, probably, some assessment criteria which are very important… [pause, people are thinking]
M1: The topics should be connected with the job of a teacher, of course. And, maybe, psychology
INT: Right…
M1: Methodology, something connected with children…
[pause]
A: I think it’s difficult for university students to deal with situations … practical situations… if they have no practical experience.
INT: I know. But at least they have two teaching practices. Their experience is quite limited but at least they know what it is.
A: But what about university students? Do they have teaching practice?
INT: They do have it.
A: Is it the same as we had at college? Or is it just … observation?
INT: It is quite similar in Year 4 and Year 5. Quite similar to what you had. They spend 6 weeks and 8 weeks at school and they teach… It’s not that bad. It’s not as
much as you had but it is something. [pause] So, you mean, if their experience is quite limited we cannot expect much from them at the exam. Did I get you right?
A: Not too much, I think.
INT: But there is something they are supposed to be able to do. Lesson planning, for example.

Then, what about criteria? Do you think there is something which requires particular attention?
M1 (nodding): Aha. Content, especially for the first task. Delivery is important. And… there should be some extra questions to check spontaneous reactions. It is important.
INT: Of course…
M1: Because when you prepare for, say, 20 minutes, you may plan what you want to say… but for teaching spontaneous reactions are very important. You never know what you might need.
INT: Thank you very much for that. Thank you for coming.

INTERVIEW 2 Age group 40-60 20/01/13
4pm
INTERVIEWER
A TEACHER OF ENGLISH (one-to-one interview)

INT: Сколько лет вы уже преподаете английский?
What is your experience in teaching English?
N: 18,5
Eighteen and a half years
INT: Восемнадцать с половиной лет… А в какой школе?
Eighteen and a half years… And what type of school do you work at?
N: В государственной. В общеобразовательной школе.
I work in a state school.
INT: То есть то, что называется state comprehensive school? И все 18 лет в одной школе?
That is ‘state comprehensive school’, isn’t it? Have you worked there for all eighteen years?
N: Да, даже уже 19.
Yes, I have. Nineteen years already.
INT: А с какой возрастной группой приходится иметь дело?
What is the age group you work with?
N: С 8 до 16 лет
From 8 to 16 year olds
INT: То есть, фактически, все уровни…
In other words, you teach at all levels
N: Да
I do
INT: А сколько часов в неделю?
What is your working load per week?
N: 31
Thirty one hour per week
INT: 31… И так было всегда?
Thirty one hour… Has it always been like that?
N: Нет. Когда больше, когда меньше.
No. Some time I had more, some time I had less.
INT: Даже больше?
Even more?
N: Да.. было 35.
Yes, I used to have thirty five at some point.
INT: Понятно. Вот тут список, вы видите. Перечислены различные виды
дeятельности учителя. [Цитирует из interview framework]. То есть тут имеется в
виду неделя обыкновенная, безо всяких emergencies.
I see. Here is the list of activities a teacher may be involved in. [Reads a list from the
interview framework]. ‘A week’ here means an ordinary week with no emergencies.
N: Мне их озвучить?
Shall I read them aloud? Or just tick?
INT: Да, пожалуйста. Можно просто отметить и проговорить.
Could you name them please. Do you want to put a tick, too?
N: Так… Prepare for lessons…Browse the internet for classroom activities… well,
sometimes. Read articles on ELT issues. Conduct lessons…
Right… Prepare for lessons…Browse the internet for classroom activities… well,
sometimes. Read articles on ELT issues. Conduct lessons…
INT: Да, конечно… [laughter]
Oh yes, sure… [laughter]
N: Sometimes… discuss teaching issues with colleagues. Так… Read reference
materials…
Да… (читает список далее) Я не делаю презентации, делают презентации дети. Sometimes… discuss teaching issues with colleagues. OK… Read reference
materials… Then… [reads through the list] I do not make presentations, my pupils
make them
INT: Make presentations… тут имеется в виду подготовка презентации, что ты ее
gотошиь для занятий.
‘Make presentations’… means you design it for your classes
N: Ну да. Отметить ее?
I see. Shall I put a tick there?
INT: Ну, если дети делают, а не ты, то тогда не надо.Make presentations имеется
в виду именно твоя работа, подготовка к занятиям.
If children make them, there is no need to tick the box. Making presentations means
you design them for your lessons. As a part of your lesson preparation.
N: Да… тогда все, наверно. Discussing issues with colleagues тоже не каждую
неделю. Да. Насчет коллег… там, конечно, пореже.
Right… That’s all, then. Discussing issues with colleagues does not take place every
week. No. As far as colleagues are concerned… I talk to them not that often.
INT: А если вы что-то обсуждаете с коллегами, то это происходит на русском
языке?
If you discuss something with your colleagues, do you do it in Russian?
N: Да, конечно. Иногда, правда, используем терминологию. Молодые ее знают,
im по-английски, может, и легче, а с остальными… нет, в основном по-русски.
Yes, sure. We use some terms sometimes. My younger colleagues know these terms in English, they probably find it easier to discuss issues in English, but for the rest… it’s Russian most of the time.

INT: Ты помнишь экзамен по английскому языку, который ты сдавала? Что нужно было сделать… темы.
Do you remember the examination in English you took when you were a student? What you were supposed to do, the topics, probably…
N: Было страшно!
I was so scared!
INT: Было страшно- это понятно [смех], а что делать надо было?
Scared is all right [laughter] but what were you supposed to do?
N: Много надо было сделать… Чтение было. Я, честно говоря, плохо помню. Восемнадцать лет! Смеешься, что ли?
I was supposed to do a lot. I remember there was reading. To be honest, I do not remember well. It was eighteen years ago! Are you kidding?
INT: Да-да, конечно. Тогда вот то, что делают сейчас. Вот образец билета, вот вопросы, вот текст для чтения. Вообще сейчас три задания. Теоретический вопрос по лингвистике, аудирование и чтение. Оба с выходом в устную речь, что называется. И вот, собственно говоря, по этим материалам и вопросы.
Oh, I know it’s next to impossible to remember. Let us have a look at what students are supposed to do these days. There are three tasks. A theoretical question on Linguistics, then listening and reading. Both suppose summarizing and commenting. So my questions are going to be about all these.
Давай с лингвистической начнем части. Помнишь, как все это делается. Вопросы даны заранее, и студенты на какой-то из них отвечают.
Let us start with the Linguistic part, if you do not mind. I guess you remember how things are administered. The questions are available before the exam, at the exam each student gets one question and answers it.
N: Да, так, кажется, и у нас было.
It looks like we had the same.
INT: Вот, собственно, и мой вопрос – насколько ты думаешь, это эффективно, важно, нужно учить.
So, my question is – how appropriate, effective, important, you think, this task is for assessing what a teacher needs.
N: Ну, естественно, это нужно. Чисто с лингвистической стороны. Но мне кажется, что вот для .. teaching practice… это как-то не очень.
Well… no doubt we need it. From the linguistic point of view. But from the point of view of teaching practice… it’s not too good.
INT: Не очень… Ну, вот тут есть градация [цитирует из interview framework]: absolutely appropriate, rather appropriate… don’t know… absolutely inappropriate
Not too good…. Here is the gradation if you need it [cites from the interview framework]: absolutely appropriate, rather appropriate… don’t know… absolutely inappropriate
N: Наверное, rather inappropriate.
I think, rather inappropriate.
INT: А почему?
Why?
N: Ну, не знаю, как-то вот не прижилось. Очень сильно углубленно. Поверхностно оно, конечно, нужно.

Well, it’s difficult to say. I do not remember the time I needed it. It is a bit too deep, too detailed. We do need it at a simpler level.

INT: Ну, то есть, знать это нужно.

Well, do you mean you need to know it?

N: Нужно, но не в таких деталях. Нет, даже я так скажу: это нужно, и не поверхностно. Но на экзамене... это должно идти отдельной ступенью, вообще должно быть отдельно и ранее.

We need it, but not in that detail. I would put it in another way: we do need it and NOT at a simple level. But not at the exam… it should be a separate stage and should take place earlier.

INT: То есть ты имеешь в виду – не на госэкзамене?

Do you mean – not at the State exam?

N: Да. А знать мы это должны.

That’s what I mean. But we need to know all that.

INT: Да, конечно… А вот если менять что-то… Любые изменения вносить. Какие бы ты внесла? От того, чтобы «убрать вообще» до «поменять местами вопросы».

I see. And if I ask you about possible changes of this part. Any kind of changes. What would you introduce? From ‘excluding it’ to ‘change the order of questions’.

N: Я бы не стала ничего убирать, просто не в экзамен это внесла, а отдельно как-то вот. ДО (выделяет) экзамена. Не знаю, как это сделать, но как-то надо поменять.

I would not change anything. I would administer this part before [emphasizes] the State exam. I do not know how it can be done, but it should be done.

INT: То есть убрать из формата госэкзамена.

You mean, State exam format should be reconsidered.

N: Вот-вот.

Exactly

INT: Ну, вот reading and speaking теперь.

Right. What about reading and speaking?

N: Да. Я статью прочитала [имеет в виду образец]

OK. I read the article [points at the sample]

INT: Градация та же самая. Appropriate, rather appropriate…

I suggest using the same gradation Appropriate, rather appropriate…

N: Я бы тему поменяла. Уж очень она…

I would change the topic. It is so…

INT: Ну, тема-то здесь такая, потому что текст один. Это же образец. Тексты же все разные, и темы разные

This topic is for this text only. This is just a sample. Texts are all different, so the topics are different, too.

N: Да? Вообще, если темы хорошие, то так (имеет в виду тип задания) вполне может быть. Можно хорошую дискуссию развернуть.

Are they? Well, if the topics are good, this [meaning the task type] is absolutely possible. It could lead to a good discussion.

INT: Ну да…А вот ты говоришь «хорошие темы», а какие темы хорошие?

I see… You say ‘if topics are good’ but which topics are good?
N: Какие хорошие темы? Что-нибудь из everyday life. Shopping, например. Чем еще можно заинтересовать студентов. Технологии. Новейшие…

Which topics are good? Something from Everyday life. Shopping, for example. What else students might be interested in? Technologies. Gadgets.

INT: То есть, ты считаешь, что текст не очень удачный, так как им [студентам] неинтересная тема?

In other words, do you mean the text is not too good because the topic is not interesting for them [students]?

N: Мне кажется, да. Вот лично я этот текст читала с трудом. Тут столько технических…

I think so. I could hardly read it. There are so many technical …

INT: терминов?

Terms?

N: Да, терминов. Честно говоря, мне это и по-русски не всегда понятно.

Yes, terms. To be honest, I do not always understand it in Russian.

INT: То есть это не потому, что задание не годится, просто тема неудачно подобрана?

So you mean the task is not too good because the topic is wrong?

N: Да нет, задание-то нормальное.

The task itself is OK.

INT: А вот профессиональный аспект должен тут быть? Или только general English?

Do you think there should be a professional dimension? Or this part should only be based on general English?

N: Наверное, все-таки general. Мне так кажется.

I think it should be general. I think so.

INT: То есть то, что называется ELT… его лучше не включать в экзамен?

In other words, what is called ELT should not be there

N: Даа, слушай. Может быть включен. Это [указывает на образец] – явно не ELT. Можно включить. Главное, чтоб тема была интересная, чтоб было интересно читать. Она может быть в профессиональной области, может – в general.

Oh, it’s a good idea. Things like that can be included. This is [point at the sample] definitely not ELT. The most important thing is an interesting topic. It may lie either in general or in professional area.

INT: Понятно. С аудированием у меня вопросы те же самые.

I see. I have the same questions about listening.
It’s not bad, I liked it. First of all I like it because everything is clear. What they say is not too complicated. This topic, for example, shyness (Americans are becoming more shy – N.S.).

INT: Но это опять же пример…
But, again, it’s an example…

N: Понятно, но тема хорошая. Почему нет?
I know, but the topic is good. Why not use it?

As far as listening is concerned, I have a question similar to that about reading. If you think some changes are necessary, what kind of changes should they be? Any kind of changes

N: Да я бы все оставила. Это годится.
I would leave it as it is. It’s not bad at all.

INT: Понятно. Вот вопрос по экзамену в целом (цитирует). What parts the exam should consist of? И вот идет список, можно просто выбрать (озвучивает).
I see. I have a question about examination in general, not about any of its parts. What parts the exam should consist of? Here is a list of possible areas to be included.

N: Language theory… вот это я бы убрала. Отдельным экзаменом сделала бы.
Language theory… this is the part I would not include. I would make it a separate examination. The rest [points at the list] is for general English. In principle… вот это (казывает на teacher language awareness) не знаю, как можно было бы отразить на экзамене.

INT: Ну, это можно отразить, можно. Много уже разработано. Тут главное, что ты отметила, что считаешь нужным, а вопрос другой – как это отражать.

N: Да все нужно!
Everything is important!

INT: А вот с терминологией как быть? Терминология нужна?
What about terminology? Is it necessary to include it?

N: Да должно быть, мне кажется. Нужно же!
Everything should be included!

INT: То есть терминологию оставляем в списке?
So it stays in the list of potential areas

N: Да!
Yes

INT: Тогда последний вопрос. Совсем маленький. Should it be obligatory?
The last question then, if you do not mind. Should it be obligatory?
N: Конечно!
Absolutely!
INT: Should it be written or oral?
N: А мне кажется, и такой и такой он должен быть.
I think it should be both written and oral
INT: А что тогда должно быть письменным, а что устным?
What parts should be oral and what parts should be written, then?
N: Письменно, мне кажется… на какую-то тему можно было бы написать эссе.
Writing can comprise an essay, I think
INT: А тогда проверяться это эссе должно, собственно, потом?
And when will the marking take place? After the exam has finished?
N: [пауза] Ну да…Или, может быть, оно должно быть дано заранее, а потом уже с результатами приходить на экзамен. Мне кажется, written part обязательно должна быть.
[pause] I think so… Or another option is… to write it before the exam so that the marks are already available on the day of examination. But I think there should be a written part.
Is there anything else we have not mentioned in this talk? Perhaps, there are some topics which must be included, or vice versa, should be avoided, to your mind, or task types you find useful.
N: Газетные тексты должны быть.
There must be texts from newspapers
INT: Я имею в виду, должно ли быть что-то еще кроме газетных текстов?
Yes, I see. They are already there. I mean, some other text types, apart from newspapers?
N: Мне кажется, хватит. Или чем-то заменено, но когда много – это чересчур.
I think that’s enough. Newspapers are just enough. If there is something else it must substitute newspapers but not add to them otherwise it is going to be too much.
INT: То есть для чтения, например, мы берем один тип текста, а не так, чтобы одно задание – один текст, другое задание – другой.
You means, for example, that for the Reading part we choose one text and design a task for, but not several texts with several tasks.
N: Нет, много не надо.
No, there should not be many.
INT: Какие-то критерии оценки есть, которые ты считаешь обязательными?
Are there any assessment criteria you think are worth mentioning?
N: На экзамен?
For the examination?
INT: Да, на что нужно обратить внимание при оценке ответа. Может быть что-то есть, что важнее другого.
Yes, to use in assessing student answers. There might be some that are more important than others.
N: Ну вообще, на мой взгляд, главное, конечно, язык.
In my opinion, language is the most important criterion.
INT: Язык, ты имеешь в виду ассигнову?
Language… you mean – accuracy?
N: Ну да, но вообще язык, если сравнивать, например, с методикой. Вот что я имею в виду.

Probably, but I mean mostly that language is more important than knowledge of ELT methods.

INT: Ну, это языковой экзамен, конечно.

Well, this is a language examination… surely language is the main focus.

N: Вот оценки очень сложно выставлять. 4, 5. А разница огромная может быть. Может, оценки какие-то половинчатые – 4,5 например.

Marking is really problematic. There is a ‘five’ and there is a ‘four’ with a huge difference between them. It would be useful to introduce, say four and a half.

INT: Ну, тут мы зависим от оценок, которые в государстве приняты. Мы можем сделать стабильную систему, а все равно должны ее конвертировать в 4-5…

I know what you mean but here we depend on the marking system used in Russia, in the whole country. Even if we use our own system in the university, for example, it will be an internal one. We will still have to convert it into 2-3-4-5.

N: Ну да… но ошибки тоже разные бывают. А оценка этого не показывает.

I know... but mistakes can be different and marks do not depend on them

INT: Ну, главное, что я поняла – то, что имеется, это вполне нормально?

OK. Summing it up… as far as I understood you… What takes place now is satisfactory. Am I right?

N: Да!

Yes!

INT: Хорошо, спасибо.

Thank you for the interview.

INTERVIEW 3  Age group: under 39  22/01/13
1pm
INTERVIEWER

Relationship with the interviewer: teacher – student (in the past); colleagues now

1. M2
2. T

Participants know each other as students and colleagues. Both Maria and Tatiana are graduates of the ‘college-university (3+3)’ programme. I started the interview with an introductory/warm up talk as we had not seen each other for 4 years. The purpose of the interview was explained at that stage, too.

INT: Thank you for coming. So nice to see you both here in Tula. Let us start, if you don’t mind. So, the first questions is

What is your experience in teaching English? (How many years have you been teaching English?)

M2: Seven years.
T: Since 2002.

INT: Is it the time since you graduated from the college?
M2+T: Yes, since we started working as teachers of English.
INT: I see. Time flies. What type of school are you now teaching at?
M2: For me, it is secondary comprehensive municipal school and teacher training college.
INT: The one you graduated from?
M2 (smiles): Yes, OUR college (means she was my student there and then at uni).
T: Now it’s non-state educational establishment Denis’ School.
INT: Oh… thank you. And how long have you worked at this school?
M2: For me, it’s 5 years at school and 3 years at college. It’s the 2nd year I work as just a private tutor.
INT: Aha… Could you please tell me if you taught at other institutions.
M2: Yes. I taught at 2 other different comprehensive schools and at private English courses.
INT: Here in Tula?
M2: Yes, as I am living here since I graduated.
T: Before I came to Moscow, I worked at a local secondary school in Tula region.
INT: Oh, right… And what is the age group? What’s the group you are working with?
M2: Young learners, teenagers, adults.
INT: You mean, young adults at the college?
M2: Well, yes… and I have some adults as private students.
T: I work with all ages… 18-50. Yes, 50 I guess is maximum age.
INT: That Denis’s school… is it a school for adults?
T: It’s mostly for adults. I mean, more adults come. There are some children but I do not work with them.
INT: I see. And what is your working load per week?
M2: 24 hours now for me.
T: I have 8 academic hours as I do a lot of administrative work.
INT: What activities do (did) you do in your typical week?
M2 (reads through the list of activities): Oh, I do a lot... Prepare for lessons, of course. Then... browse the Internet... Read articles...
INT: Sorry, Masha... What kind of articles?
M: Oh... about ELT mostly.
INT: Do you read them In English or in Russian?
M2: Both. If it is a magazine... it’s usually in Russian, we do not have ELT magazines here in English. If it is Internet... it is sometimes in English. The ELT sites, you know...
INT: OK, I think I know what you mean. Sorry I interrupted you.
M (continues): Conduct classes... yes... Discuss teaching issues with colleagues... but it’s mostly in Russian. No, do not include that. Then, give feedback to students, read reference materials.... especially in college. Oh, yes, and make presentations.
T: Oh, it’s almost the same for me then. The difference is that I do not read books or articles.
M2: You mean, do not read them every week?
T: Oh, yes. I do not mean I do not read them at all. But not every week, definitely.
INT: OK, thank you very much for that. What about talking about the exam?
T+M2: Right.
INT: So... Do you remember the examination you took at university? The language examination, I mean...
M2: I took... I passed mine in 2008. As far as I remember it was like ... the same as in the samples we have (points at the samples).
T: For me, it was in November... 2007 or 2008?
M2: It cannot be 2008 as I was graduating that year.
INT: I think, T., it was 2007 for you. Anyway, it is not very important. What is important is the format of the exam, its content, you know. In other words, what you were supposed to do.
T: I agree with M. It looks... I think the exam was the same as you describe (points at the samples).
INT: I see... So, let us talk about this exam, then. From your current position of an English teacher, how appropriate, you think, this exam is? [Refers to the interview framework] How appropriately it assesses what you need at school? In the language classroom anyway?
M2: I think it’s rather appropriate.
INT: Why?
M2: Well... I think a teacher must have certain background knowledge of language theory. It’s (meaning the exam questions) probably too much ... it’s more than needed at a comprehensive school. But we must be able to answer any tricky question like “Why it is so?”
T: For me, I don’t know. I work mainly with adults. Corporate clients, you know. It’s rather difficult to think about usefulness from the position of a school English teacher.
INT: Well, I would like you to think about it from YOUR position as an English teacher. I am not only interested in the opinion of school teachers. In other words, do you think this linguistic part of the exam is appropriate for... well... do you think it assessed what you now need for your teaching? Does it make sense?
T: Oh, yes. I think all this knowledge is important. We must know these things. But I do not remember I used this knowledge. You know what I mean?
INT: I think I do, but...
M2: Wait, but do your students ask you why we say it like that or like this?
T: I have to compare with Russian. When I teach Grammar. And I explain difference. But I never go very deep... they do not need it.
M2: But I think a teacher must know a lot.
INT: Oh, this is so true. But the question is not ... OK, let us put it like that... The question is ‘Do you apply at school... OK, in your classroom. Do you apply what you learnt for this part of the exam?’
M2: I do. But this is ... probably too deep.
T: I am sorry... but I have to say I do not remember everything. You know what I mean? If you ask me one of these questions I would answer... I think... but not in detail.
INT: Right, I think I get your point. This is an important part of the exam but it goes a bit in too much detail. Is it so?
T: I think, yes.
INT: So, here is the next issue. Do you think you would change anything in this part?
T: I would somehow reduce this part. Probably... less questions... or questions should be smaller.
M2: A multiple choice test? What about a test? Matching could be employed to check terminology.
INT: This is definitely an option to be considered. Thank you.
What about next part? Reading. Again, the questions are the same. First, how appropriate this part is.

**M2:** I think it’s appropriate. A teacher should be able to speak on any topic. Later she will teach students the same for the state exam or to go abroad or for their work.

**INT:** Do you mean speaking is appropriate? What about reading?

**T:** Reading is OK. This text (points at the sample) is only one of many, as far as I remember. So, it’s quite long and difficult enough. And it’s important to be able to retell what you read so that other people understand it.

**INT:** I see. By the way, do you often do such tasks? I mean, for your work as a teacher?

**M2:** I never retell articles in English because there is nobody to listen (smiles). I retell things in Russian.

**T:** Never retell things. Oh, I see what you mean. The task may be good but you do not need it.

**INT:** No, I am not pushing you to any conclusions. I was just interested in what you do – remember the beginning of the interview. What about listening? Part three?

**M2:** My opinion is just the same as for reading. It is rather appropriate.

**T:** I agree.

**INT:** OK. What about language exam in general? I mean, not the exam we are now discussing but an examination students might have in the future. Does it make sense?

**M2+T:** Oh, yes, sure.

**INT:** So, here is a list of parts exam might consist of. What parts would you include?

**M2** (reads through the list): Well, I would include everything… though I know it’s impossible, the exam will be so long. But… yes, linguistic theory, listening… general and professional, yes, both… the same for reading. Speaking… classroom English, writing, vocabulary, grammar, ELT terminology, linguistic terminology… we need all this.

**T** (laughs): So nice of you! YOU are not going to take it! But… I would agree, to be honest. I would add (points at the list) ‘ability to teach language items’ – it is even more important than theory, I think.

**INT:** Thank you very much for that. For your ideas.

**M2:** I think the exam should be similar to what we had at college and university.

**INT:** Oh… but wait… They are so different. Which one are you talking about?

**T:** If I had some choice I would prefer the college examination. It is more… I don’t know how to say it… it looks like a language examination. It would be good to have something like that for university.

**M:** Yes, I see. The examinations are different but I meant they both are good.

**INT:** Right. The last question, if you do not mind. Should the exam be written or oral.

**T+M2:** Both.

**INT:** Should it be obligatory?

**T:** it must be obligatory. If you want to be a teacher you must pass it.

**M2:** I agree. It must be for everybody, for every student.

**INT:** OK. Thank you for coming and thank you for the time. So nice to see you.
Three out of four participants know each other as colleagues at Lanark language school. Margarita, a teacher of English from a secondary school in Tula region, knows other participants as her fellow students at university.

INT: Good afternoon, ladies and thank you for coming. Nice to see you all here today. I suppose you all know each other... well... some of you work together and ... do you remember Rita as your fellow student?
AL: Yes, I do.
M3: All faces are familiar.
INT: Let us begin then... if you do not mind. I have some introductory questions about your school... or let us say...about where you work... and how much you work each week.... and what you do on a typical week. Do you think we can start with your experience? I mean, your experience in teaching English.
M3: Five years
M4: One year and a half for me
E: Three years
AL: About five years for me. It will be five in May.
INT: What type of school are you currently working at?
Ms: State comprehensive school. In Tula region, you know. This is the school I graduated from.
AL: Private language school for us all (points at her two colleagues). Lanark.
INT: I see... And... how long have you worked in this school? The school you now work at, I mean.
M3: I have worked all 5 years in this school.
AL+M4: We came here (to Lanark – N.S.) when we graduated and we worked here all this time.
E: So, we have not taught anywhere else.
INT: Thank you. And what is the age group you work with?
M3: 10-16 years old...
M4: Children, teenagers, young adults and adults
E: For me, it is from 7 to 50 years old.
INT: Oh, do you have groups for children in Lanark? I was sure you only work with teenagers and adults... mostly adults.
AL: Well, there is one group for children. As for me, I work with teenagers and I have a group where people are ... around... about 30.
INT: And what is your working load per week? How many contact hours do you have?
E: Nineteen. I mean, this is the number of lessons, not preparing for lessons.
INT: Oh, yes, sure.
M3: 23 hours for me.
M4: 25 hours this year. I had less last year.
INT: Ok. Let us now have a look at the list of activities (points at the list of activities
teachers might be involved in). Of course, you may add any other if you feel necessary.

M3 (looks through the list of activities): Prepare for lessons... lesson plans, of course. Then... browsing the Internet. Discuss teaching issues with colleagues. Then...
INT: Sorry to interrupt you... when you speak to your colleagues ... do you use
English?
M3: No, Russian. I can use some terms in English but we usually speak Russian.
INT: OK, thought so.
M3: OK... what else... I give feedback to my pupils and make presentations.
M4: It’s very similar for me... Also I read articles on Linguistics and reference
materials. I do not make presentations.
AL: I conduct classes. I do not write lesson plans.
INT: But ... do you prepare for lessons?
AL: Yes, but I only write a plan... number one, two... so on.
INT: I see... but to write these you need... oh, right. Can I first ask if you write these
plans... the plans you just mentioned... do you write them in English or in Russian?
AL: I just write “Exercise one’, then ‘Exercise 3’. For example.
INT: I see.
R: Can I ask? What you do if you change the task? You know what I mean?
A: No... I’m afraid.
INT: Rita means that we often change the tasks which are in the coursebook. Reasons
can be different but we do change them. Am I right, Rita?
M3: Yes. You have to re-write task.
INT: Probably, it would be better to say to ‘adapt’ or ‘adjust’... we are losing track,
I’m afraid. We spoke about... the language in which lesson plans are written.
E: It’s a mixture of English and Russian, I think. I agree with what the girls said. I
would like to add ‘reading about foreign language teaching’. And I do not read about
Linguistics.
INT: OK, thank you for that. I suggest we talk about the exam now.
Do you remember the examination you too when you were graduating? I’m sure
you do as it was not long ago.
M3: I took mine last year.
M4: 2011 for me.
AL: I graduated five years ago so I took exam 5 years ago.
E: 2 years ago.
INT: OK... do you remember what you were supposed to do?
M3: It was the same as in the samples. The exam, I mean.
M4: We had to prepare and perform a monologue and a dialogue on a given subject,
talk to an examiner about modern problems in our society, read and render an article.
M3: Really? But we graduated the same year!
E: I can’t remember. But we didn’t have the theoretical questions for sure.
INT: Oh... sounds a bit strange... but anyway, it’s not the most important issues now.
I suggest we talk about what students are supposed to do this year and if you think it’s
appropriate for the... for the job of a teacher. Here are some samples for you. These are samples only, please note that texts are different...

M3 (looking at the samples): Oh, it’s exactly what we had. I am sure.
E: Our last exams consisted of an article and a topic for discussion.
INT: No questions on Linguistics?
E: No...
INT: Right... So... what do you think about their appropriateness? I mean, if they are appropriately measure what teachers need in their job.
M3: I think they are appropriate.
INT: I see...
M4: I don’t know, really. It depends. If you’re to work in a high school... in institution like that... linguistic part is essential. But for teaching in other educational institutions, it’s more important to speak the language fluently and know how to explain its realia in everyday and available to an average student terms.
INT: You mean, you need an ability to teach? To teach language items?
M4: Yes, something like that. What’s the use knowing language if you cannot teach it?
E: I think this part is appropriate. Because I don’t believe that practice is possible without theory. In fact, it’s based on it.
AL: But the question is not that we do not need theory. I think Marina means we need it but not so... don’t know... not in such detail. If we are going to work at school.
E: I still think it’s just right.
INT: Ok, ok. Let us sum up. Is this part important?
E: Yes. And it should be there.
INT: Right, OK. Do you think some changes might be introduced?
M4: I think, yes. I do not know how to do it... but I would make questions less complicated... probably shorter. Or it can be a test... yes, something like that.
E: I would leave everything as it is.
M3: I know it’s not too good... not too right to say it. But if somebody showed me how it can be done... in a different way then I would say if I like it. I feel they are a bit too complex... I thought about it when I was preparing for the exam...
M4: That’s what I want to say – you do not need all these when you teach....
A: I would exclude them from exam. We have Theoretical Phonetics, Theoretical Grammar, Lexicology... what else...
INT: History of English...
M4: Typology of languages...
E: Stylistics we have.
INT: So???
AL: So... in the end of each we have an exam. It’s enough!
INT: Right, I see. I guess I get your ideas.
What about reading and listening parts?
M3: I think reading is appropriate.
INT: I see... why do you think it’s appropriate?
M3: Well, my work at school has proved it.
INT: Right... but can I ask in what way your experience demonstrates these tasks are appropriate?
M3: Well, a teacher must be able to read all sorts of texts and comment on them.
M4: Can I say? The task is rather appropriate. I think. It’s the best and most reliable way to check .... to check one side of the language skills of a future teacher.
INT: Sorry... what do you mean?
M4: I mean... to check how we can read and speak.
INT: Well, this is what the task is supposed to do... Can I ask if the skills it assesses ... reading for detailed understanding and prepared speaking... Are these skills those that you employ for your job?
M3: Well, we read often – articles, teacher’s books, reference materials...
M4: I want to say about the texts.
INT: The texts you deal with?
M4: No, those for the exam. I think articles chosen for an exam discussion must be taken from authentic up-to-date sources of information, not from Russian newspapers issued in 1990s.
INT (pointing at the sample text): This is an article from the Guardian, by the way...
M4: Really? Sometimes texts we read are really old-fashioned.
E: I would like to say I would leave it. Leave as it is. It’s essential to know how to sum up the idea and single out the most important facts. As well as giving your own opinion, being able to support it with the appropriate arguments.
AL: I would say – the task is all right but texts can be different.
INT: For example?
AL: The texts can be from newspapers, magazines. It can be fiction.
INT: Do you think it can be articles from journals? For example, ELT journals?
AL: Yes...
INT: Right. Summing up... Did I get you right that the task... read and summarize the article... is all right? Is appropriate?
M3, M4: Yes.
INT: Again... did I get you right that the range of texts can be widened?
AL: Yes. It’s not absolutely necessary but it can be done.
INT: What about listening?
M4: I think it’s just the same as reading. Quite suited to the needs of teachers.
E: Receptive skills are as important as practical ones, and teachers should feel free in expressing their own ideas and be able to support a conversation.
INT: Sorry... by ‘practical’ do you mean ‘productive’ skills?
M4: This task allows to check the level of language skills of a future teacher.
M3: I think the task is good.
E: I would not change anything.
INT: Thank you for expressing your opinions on the current examination. Can I ask you about ... an imaginary examination? Or, in other words, how you see a language examination for teachers.
First, what parts should it consist of?
M3 (reads through the list of possible sections): I think it should include linguistic theory, general listening, professional reading, speaking... classroom language... writing. That seems to be all.
M4: I think there should be no linguistic theory. There should be professional listening and reading... ability to teach linguistic items to pupils... then speaking... general speaking I mean and classroom language... oh... professional writing, vocabulary and grammar, teaching terminology.
E: I disagree here. There must be linguistic theory and linguistic terminology, general listening and reading... ability to teach linguistic items, speaking and classroom language, vocabulary and grammar.

AL: I think the exam should include everything....

INT: You mean, everything from the list?

AL: Yes. Probably, linguistic theory can be ... shortened... it can be less detailed, you know. But it should be there.

INT: Thank you for that. Do you think the examination should be written or oral?

M3: Both written and oral.

E: I agree.

M4: I think – oral.

INT: Sorry, but you said the exam should include professional writing. Or... Am I right?

M4: Yes, I said it. But writing can be done before the exam.

INT: Then it’s not going to be a part of exam... When you say ‘both written and oral’ which parts should be written? Which should be oral?

M4: Speaking is oral, of course. Then... linguistic theory can be oral when you answer a question.

M3: It’s so difficult to say... it depends on the tasks. I cannot imagine anything because we only know this... But at college we had another exam. Everything was written except Speaking.

INT: Can I ask which you like more, if I can say so?

M3: Exam in the college was more ... modern... more up-to-date.

AL: I think if I saw some examples of how it can be done I would say... I do not imagine what it can be..

INT: Right... so when some samples are ready, your feedback will be much appreciated.

Do you think the examination should be obligatory?

M3: Yes! Definitely!

E: That would be a great opportunity to get the final feedback on what you are really able to do... and what possible drawbacks might occur in your future practice.

M4: Yes. A person who doesn’t have proper command of his subject can’t perform his professional duties at the highest level.

INT: You mean, the exam is a good opportunity to check this command?

M: Yes, of course.

INT: Is there anything else you want to say about the examination? The way it should... or should not be...

M3: In my opinion, the system of a Final university examination for language teachers should be similar to the school State examination. It will help future teachers to prepare their students to the exams.

INT: Sorry. Could you please explain how it can help?

M3: Well... when you know the form

INT: The format?

M3: Oh, yes. You know the format and the criteria and how they work so it’s easier for you to teach for the exam. Because you had a similar exam yourself.

INT: I see. Anything else? Does anybody want to share your views on the exam.

M4: I think everything was said...

[pause]
INT: OK then. Thank you for coming and thank you very much for your time.

PS: M4. sent me this by e-mail as follow up.

First of all, while being a language student, a future teacher of MODERN English must be introduced to different manuals and materials that are acknowledged by English teachers in the world and that have proved their usefulness in the long run. These measures will allow a future teacher to be a competent user of the most popular vocabulary units and grammar constructions as well as of the natural functional language and conversational formulas. Therefore, to my mind, a final university examination for a future teacher must be focused on checking real language skills (speaking, listening, reading and writing) rather than a good or bad knowledge of a language structure or history of a language.
Appendix 13
Categorization of open-ended responses in teacher interviews

Table 1. Teachers’ opinion of the LINGUISTIC PART of the Final Language Examination

<table>
<thead>
<tr>
<th>Quotations from interviews</th>
<th>Key idea expressed</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher must know the subject she teaches and that's why they [materials] are absolutely appropriate. It must be there.</td>
<td>The teacher must know the subject matter</td>
<td>IMPORTANCE OF LINGUISTIC KNOWLEDGE</td>
</tr>
<tr>
<td>Because we can be asked questions from our students concerning…why this or that phenomenon is used in the language and it is important … to be able to answer… so these questions are appropriate</td>
<td>The teacher should be able to answer student questions</td>
<td>IMPORTANCE OF LINGUISTIC KNOWLEDGE</td>
</tr>
<tr>
<td>I am not sure that teachers can use so deep knowledge working at school. Of course, teachers should know a lot but I think such tasks are more for university teachers, for those who want to devote their lives … well, I don’t know… who want to become linguists. Or those who want to teach Linguistics. This is too deep for school, pupils do not need it. When they [pupils] ask, do you tell them in that detail? I would give the choice because teaching at school and teaching at University is not the same. […] I think students should choose from the very beginning what they are going to do in future – work at school or at University and they should be taught according to their choice. Less theory for school teachers and more for university teachers.</td>
<td>The assessed amount of knowledge is a bit too deep for school Teachers are expected to have linguistic knowledge This amount of knowledge is never applied in the classroom</td>
<td>UNNECESSARY COMPLEXITY OF KNOWLEDGE IMPORTANCE OF LINGUISTIC KNOWLEDGE</td>
</tr>
<tr>
<td>Oh, it’s so difficult to say. […] You know this and you know that but then you explain the difference between Present Simple and Present Continuous and you see that they do not understand. And what you (points at everybody) know about P Simple and P Continuous does not help. I would change something, but I don’t know what. These questions should be there. I mean, teachers must know theory. But it should be less complicated… or more practical.</td>
<td>If you as a teacher know that much detail it does not mean you are able to teach Teachers do not need that much detail These questions should be a part of exam Language theory is important for teachers</td>
<td>DIFFERENCE BETWEEN KNOWLEDGE ABOUT LANGUAGE AND ABILITY TO TEACH UNNECESSARY COMPLEXITY OF KNOWLEDGE IMPORTANCE OF LINGUISTIC KNOWLEDGE</td>
</tr>
<tr>
<td>Well…. no doubt we need it. From the linguistic point of view. But from the point of view of teaching practice… it’s not too good.</td>
<td>Substantial linguistic knowledge is important for teachers</td>
<td>IMPORTANCE OF LINGUISTIC KNOWLEDGE</td>
</tr>
</tbody>
</table>
Well, it’s difficult to say. I do not remember the time I needed it. It is a bit too deep, too detailed. We do need it at a simpler level. We need it, but not in that detail. I would put it in another way: we do need it and NOT at a simple level. But not at the exam… it should be a separate stage and should take place earlier – not at the State exam. I would not change anything. I would administer this part before [emphasizes] the State exam. I do not know how it can be done, but it should be done. State exam format should be reconsidered.

I think it’s rather appropriate. I think a teacher must have certain background knowledge of language theory. It’s (meaning the exam questions) probably too much … it’s more than needed at a comprehensive school. But we must be able to answer any tricky question like “Why it is so?” But this is … probably too deep. A multiple choice test? What about a test? Matching could be employed to check terminology.

I don’t know. I work mainly with adults. Corporate clients, you know. It’s rather difficult to think about usefulness from the position of a school English teacher. I think all this knowledge is important. We must know these things. But I do not remember I used this knowledge. I have to compare with Russian. When I teach Grammar. And I explain difference. But I never go very deep… they do not need it. I am sorry… but I have to say I do not remember everything. You know what I mean? If you ask me one of these questions I would answer… I think… but not in detail. I would somehow reduce this part. Probably… less questions… or questions should be smaller.

I think they are appropriate. if somebody showed me how it can be done…. in a different way then I would say if I like it. I feel they are a bit too complex… I thought about it when I was preparing for the exam…

I don’t know, really. It depends. If you’re to work in a high school… in institution like that… linguistic part is essential.

<table>
<thead>
<tr>
<th>Well, it’s difficult to say. I do not remember the time I needed it. It is a bit too deep, too detailed. We do need it at a simpler level. We need it, but not in that detail. I would put it in another way: we do need it and NOT at a simple level. But not at the exam… it should be a separate stage and should take place earlier – not at the State exam. I would not change anything. I would administer this part before [emphasizes] the State exam. I do not know how it can be done, but it should be done. State exam format should be reconsidered.</th>
<th>This level of knowledge is not expected at school. I do not remember time when I applied it in the classroom. Linguistic part should not be a part of the State exam.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think it’s rather appropriate. I think a teacher must have certain background knowledge of language theory. It’s (meaning the exam questions) probably too much … it’s more than needed at a comprehensive school. But we must be able to answer any tricky question like “Why it is so?” But this is … probably too deep. A multiple choice test? What about a test? Matching could be employed to check terminology.</td>
<td>A language teacher should not only be a good language user but a language analyst. The amount of linguistic knowledge is too big, it’s not required at school level. Instead of answering questions orally students can be exposed to a written test.</td>
</tr>
<tr>
<td>I don’t know. I work mainly with adults. Corporate clients, you know. It’s rather difficult to think about usefulness from the position of a school English teacher. I think all this knowledge is important. We must know these things. But I do not remember I used this knowledge. I have to compare with Russian. When I teach Grammar. And I explain difference. But I never go very deep… they do not need it. I am sorry… but I have to say I do not remember everything. You know what I mean? If you ask me one of these questions I would answer… I think… but not in detail. I would somehow reduce this part. Probably… less questions… or questions should be smaller.</td>
<td>Linguistic knowledge is important for the teacher job. That amount of linguistic detail assessed at the State exam is never applied in the language classroom. The content of linguistic questions should be reconsidered – reduced, for example.</td>
</tr>
<tr>
<td>I think they are appropriate. if somebody showed me how it can be done…. in a different way then I would say if I like it. I feel they are a bit too complex… I thought about it when I was preparing for the exam…</td>
<td>The expected outcome (content) is too complex and far too detailed.</td>
</tr>
<tr>
<td>I don’t know, really. It depends. If you’re to work in a high school… in institution like that… linguistic part is essential.</td>
<td>If you are not a linguist, you do not need that.</td>
</tr>
</tbody>
</table>
But for teaching in other educational institutions, it’s more important to speak the language fluently and know how to explain its realia in everyday and available to an average student terms. What’s the use knowing language if you cannot teach it?

I do not know how to do it… but I would make questions less complicated… probably shorter. Or it can be a test… yes, something like that; That’s what I want to say – you do not need all these when you teach…

It’s impossible to learn a language if you do not learn about the language. It’s impossible to teach a language if, apart from language skills, you do not have linguistic knowledge. This part of exam is important.

But the question is not that we do not need theory. I think Marina means we need it but not so... don’t know... not in such detail. If we are going to work at school, I would exclude them from exam. We have Theoretical Phonetics, Theoretical Grammar, Lexicology… what else… in the end of each we have an exam. It’s enough!

We [teachers] do not need it in such a detailed way. It should not be a part of the State exam.

Knowledge about language and ability to teach language. Knowledge of language and about the language does not mean an ability to teach that language.

Table 2. Teachers’ opinion of the READING PART of the Final Language Examination

<table>
<thead>
<tr>
<th>Quotations from interviews</th>
<th>Key idea expressed</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is appropriate… Yes, because it evaluates our ability to understand what we read and also highlight the main ideas of it, the main point of it... to say what you think of it... I think the texts are good. They are quite difficult… quite challenging… it’s quite good to be able to retell what you read so other people understand... The level of English is advanced… it meets our level of English… Actually, I think it’s appropriate. This text covers urgent problems. The vocabulary isn’t simple here. So ability to understand the text which is not devoted to everyday life is checked. …I mean, the text is difficult and you will understand...</td>
<td>The task is appropriate as it assesses skills important for a teacher. The texts are well chosen. The text is difficult enough. Retelling is an important skill. The level of language in texts is high enough.</td>
<td>APPROPRIATE TASK TYPE APPROPRIATE DIFFICULTY LEVEL GOOD CHOICE OF TEXTS IMPORTANCE OF SKILLS TESTED APPROPRIATE DIFFICULTY LEVEL GOOD CHOICE OF TEXTS APPROPRIATE DIFFICULTY LEVEL</td>
</tr>
</tbody>
</table>
only understand it if the level of English allows... if it is high. 
... Texts about upbringing are easier then. Some students will have a text about carbon dioxide and some will read about upbringing. I wanted to say they are quite different... you know... if I got this text (points at the sample) about carbon dioxide I don’t know... I don’t know what I would say. Speaking tasks check ability to understand the message of the text. To my mind, future teachers should be able to speak on lots of topics.

<table>
<thead>
<tr>
<th><strong>They [texts] have nothing to do with teaching.</strong></th>
<th><strong>The level of difficulty is different for different texts</strong></th>
<th><strong>DIFFERENT DIFFICULTY LEVELS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The texts should be closer to our profession.</strong></td>
<td><strong>Not enough background knowledge to comment on the text</strong></td>
<td><strong>(SOME) TEXTS TO BE RECONSIDERED</strong></td>
</tr>
<tr>
<td><strong>Speaking is not only retelling.</strong></td>
<td><strong>It’s important for teachers to be able to speak on any topic</strong></td>
<td><strong>IMPORTANCE OF SKILLS TESTED</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I would change the topic.</strong></th>
<th><strong>The texts for reading are not connected with teaching</strong></th>
<th><strong>TEXTS ARE NOT RELATED TO TEACHING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>if the topics are good, this [meaning the task type] is absolutely possible. It could lead to a good discussion.</strong></td>
<td><strong>Speaking involves many skills and cannot be considered as retelling only</strong></td>
<td><strong>LIMITED RANGE OF SKILLS TESTED</strong></td>
</tr>
<tr>
<td><strong>Which topics are good? Something from Everyday life. Shopping, for example. What else students might be interested in? Technologies. Gadgets.</strong></td>
<td></td>
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<tr>
<td><strong>I could hardly read it. There are so many technical terms. To be honest, I do not always understand it in Russian.</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>The task itself is OK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I think it should be general [English]. I think so.</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>About including ELT materials:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Oh, it’s a good idea. Things like that can be included. This is [points at the sample] definitely not ELT. The most important thing is an interesting topic. It may lie either in general or in professional area.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I think it’s appropriate.</strong></th>
<th><strong>Some topics should be reconsidered</strong></th>
<th><strong>(SOME) TEXTS TO BE RECONSIDERED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A teacher should be able to speak on any topic. Later she will teach students the same for the state exam or to go abroad or for their work.</strong></td>
<td><strong>The task type is good if applied to well chosen texts</strong></td>
<td><strong>APPROPRIATE TASK TYPE</strong></td>
</tr>
<tr>
<td><strong>I never retell articles in English because there is nobody to listen (smiles). I retell things in Russian.</strong></td>
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</tbody>
</table>

| **Speaking is very important for a teacher; a teacher should be able to speak about everything I never retell in English what I read as there is no necessity and there’s nobody to speak English to.** | **The most important criterion is ‘topic’ which may lie both in general and professional area** | **(SOME) TEXTS TO BE RECONSIDERED** |
| | | |
| | | |
| | | |
| | | |

<table>
<thead>
<tr>
<th><strong>Reading is OK.</strong></th>
<th><strong>The text is long and difficult enough</strong></th>
<th><strong>APPROPRIATE DIFFICULTY LEVEL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This text (points at the sample) is only one of many, as far as I remember. So, it’s quite long and difficult enough. And it’s important to be</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DIFFERENT DIFFICULTY LEVELS**

**(SOME) TEXTS TO BE RECONSIDERED**

**IMPORTANCE OF SKILLS TESTED**

**TEXTS ARE NOT RELATED TO TEACHING**

**LIMITED RANGE OF SKILLS TESTED**

**APPROPRIATE TASK TYPE**

**(SOME) TEXTS TO BE RECONSIDERED**

**IMPORTANCE OF SKILLS TESTED**

**NEVER DO SUCH TASKS IN REAL LIFE**

**APPROPRIATE DIFFICULTY LEVEL**
able to retell what you read so that other people understand it.
Never retell things. The task [exam task] may be good but you do not need it.

Retelling texts is important for a teacher. The exam task can be good but we do not require these skills in real life

I think reading is appropriate…. my work at school has proved it.

The task is appropriate, I know this as this is what I do at school. A teacher must be able to deal with any type of text

The task is rather appropriate, I think. It’s the best and most reliable way to check .... to check one side of the language skills of a future teacher. I mean... to check how we can read and speak.

The task is good and suitable for assessing reading and speaking. Texts should be modern, especially if they are from newspapers

I would like to say I would leave it. Leave as it is.

It is very important for a teacher to be able to express their opinion and support it with facts

I would say the task is all right but texts can be different. The texts can be from newspapers, magazines. It can be fiction. It’s not absolutely necessary but it can be done [widening the range of text types].

The task is rather good. The range of texts can be widened so that they come from different sources

Table 3. Teachers’ opinion of the LISTENING PART of the Final Language Examination

<table>
<thead>
<tr>
<th>Quotations from interviews</th>
<th>Key idea expressed</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think the task was appropriate, too, because it checked what we understood and our ability to elaborate on the topic. It’s an integrated task…</td>
<td>The task is in the right place. The task assesses important skills – understanding of oral texts and speaking. No changes required</td>
<td>APPROPRIETY OF TASK</td>
</tr>
<tr>
<td>I think I would leave everything as it is.</td>
<td>The task is in the right place. The task assesses important skills – understanding of oral texts and speaking. No changes required</td>
<td>NO CHANGES</td>
</tr>
<tr>
<td>I think the topics were chosen in a right way…</td>
<td>The choice and range of topics is good</td>
<td>GOOD CHOICE OF TOPICS</td>
</tr>
</tbody>
</table>
the examiners can see how well we can do this or that…
I think it’s difficult to say… we are discussing the case of language… but according to our job, according to our profession, we must .. to teach (highlights) our pupils and sometimes teachers demonstrate lack of methodology, so to say. So they can’t … give the explanation or to teach children to speak or to read or even classroom management is bad… they can know the language rather well but they cannot teach.
INT: But do you think it could be checked at the exam?
A: I think yes. I know it is difficult… but maybe to show some part of the lesson… or to describe what you are doing and why.. Some professional component can be added.

| The tasks should check what a teacher really needs at school, there should be a professional dimension in tasks |
|__________________________________________________________________________________________|
| Knowing a language does not always mean an ability to teach |
| Though it’s difficult to do, tasks should be more related to teacher job |

| TEXTS ARE NOT RELATED TO TEACHING |
|__________________________________________________________________________________________|
| IMPORTANCE OF TEACHER LANGUAGE AWARENESS |
| ADDING PROFESSIONAL COMPONENT |

| this part is OK but I would add what I have already said about reading |
|__________________________________________________________________________________________|
| APPROPRIACY OF TASK |
| TEXTS ARE NOT RELATED TO TEACHING |

| It’s not bad, I liked it. First of all I like it because everything is clear. What they say is not too complicated. This topic, for example, shyness, the topic is good. Why not use it? I would leave it as it is. It’s not bad at all. |
|__________________________________________________________________________________________|
| APPROPRIACY OF TASK |
| GOOD CHOICE OF TOPICS |
| NO CHANGES |

| My opinion is just the same as for reading. It is rather appropriate. |
|__________________________________________________________________________________________|
| APPROPRIACY OF TASK |

| I think it’s rather appropriate |
|__________________________________________________________________________________________|
| APPROPRIACY OF TASK |

| I think the task is good. |
|__________________________________________________________________________________________|
| APPROPRIACY OF TASK |

| I think it’s just the same as reading. Quite suited to the needs of teachers. This task allows to check the level of language skills of a future teacher. I would not change anything. |
|__________________________________________________________________________________________|
| IMPORTANCE OF SKILLS TESTED |
| NO CHANGES |

| Receptive skills are as important as practical ones, and teachers should feel free in expressing their own ideas and be able to support a conversation. |
|__________________________________________________________________________________________|
| Receptive skills are important as well as speaking – monologue and dialogue |
| IMPORTANCE OF SKILLS TESTED |
Table 4. Teachers’ overall opinion of the Final Language Examination (strengths, weaknesses and suggestions): summary

<table>
<thead>
<tr>
<th>Advantages of the exam</th>
<th>Suggestions</th>
<th>Disadvantages of the exam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LINGUISTIC PART</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMPORTANCE OF</td>
<td>EXAM FORMAT/CONTENT SHOULD BE RECONSIDERED</td>
<td>UNNECESSARY COMPLEXITY OF KNOWLEDGE</td>
</tr>
<tr>
<td>LINGUISTIC KNOWLEDGE</td>
<td></td>
<td>DIFFERENCE BETWEEN KNOWLEDGE ABOUT LANGUAGE AND ABILITY TO TEACH</td>
</tr>
<tr>
<td>IMPORTANCE OF THIS PART OF EXAM</td>
<td></td>
<td>NEVER APPLIED WHAT I LEARNED</td>
</tr>
<tr>
<td><strong>READING AND SPEAKING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APPROPRIATE TASK TYPE</td>
<td>(SOME) TEXTS TO BE RECONSIDERED</td>
<td>TEXTS ARE NOT RELATED TO TEACHING</td>
</tr>
<tr>
<td>APPROPRIATE DIFFICULTY LEVEL</td>
<td></td>
<td>LIMITED RANGE OF SKILLS TESTED</td>
</tr>
<tr>
<td>GOOD CHOICE OF TEXTS</td>
<td></td>
<td>NEVER DO SUCH TASKS IN REAL LIFE</td>
</tr>
<tr>
<td>IMPORTANCE OF SKILLS TESTED</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LISTENING AND SPEAKING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APPROPRIACY OF TASK</td>
<td>IMPORTANCE OF TEACHER LANGUAGE AWARENESS</td>
<td>TEXTS ARE NOT RELATED TO TEACHING</td>
</tr>
<tr>
<td>IMPORTANCE OF SKILLS TESTED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOOD CHOICE OF TOPICS</td>
<td>ADDING PROFESSIONAL COMPONENT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO CHANGES</td>
<td></td>
</tr>
</tbody>
</table>

Figure 5. Linguistic part of the Exam as seen by the interviewees

9 Based on categories singled out as a stage of content analysis of interviews (Tables 1-3 above)
Figure 6. *Reading part of the Exam as seen by the interviewees*

![Bar chart showing the reading part of the Exam as seen by the interviewees.](image)

Figure 6. *Linguistic part of the Exam as seen by the interviewees*\(^{10}\)

![Bar chart showing the linguistic part of the Exam as seen by the interviewees.](image)

\(^{10}\) Red bars on the diagram represent the total number of teachers that took part in the interviews – 11 people
Table 6. *Teachers’ suggestions of the CONTENT and FORMAT of the Final Language Examination*

<table>
<thead>
<tr>
<th>Quotations from interviews</th>
<th>Key idea expressed</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>An essay. Because writing is not supposed here and it’s rather important. Preferably about teaching it should be one of the exam papers. 300 words, or so. The topics should be connected with the job of a teacher, of course. And, maybe, psychology Methodology, something connected with children… And… there should be some extra questions to check spontaneous reactions It is important.</td>
<td>Writing is important for a teacher so it should be tested</td>
<td>Essay as a WRITTEN part of Exam</td>
</tr>
<tr>
<td>I think it should contain … professional listening, ability to teach linguistic items to pupils, speaking on everyday topics, professional writing, vocabulary and grammar</td>
<td>LISTENING</td>
<td>TEACHER LANGUAGE AWARENESS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPEAKING</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WRITING</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VOCABULARY AND GRAMMAR</td>
</tr>
<tr>
<td>I’d add professional terminology. Probably, in the vocabulary section. Or in reading.</td>
<td></td>
<td>More TEACHER-RELATED content</td>
</tr>
<tr>
<td>Language theory… this is the part I would not include. I would make it a separate examination. The rest [points at the list] is for general English. I do not know how this [points at Teacher language awareness] can be a part of exam. Everything is important! [about the list of possible areas of exam] Writing can comprise an essay, I think Or another option is… to write it before the exam so that the marks are already available on the day of examination. But I think there should be a written part. There must be texts from newspapers. I think that’s enough. Newspapers are just enough. If there is something else it must substitute newspapers but not add to them otherwise it is going to be too much.</td>
<td>Linguistic part in its present form does not fit the purpose of the Exam</td>
<td>ALL SKILLS TO BE TESTED</td>
</tr>
<tr>
<td></td>
<td>Writing should be assessed but it’s difficult to administer it on the same day with the oral exam</td>
<td>Essay as a WRITTEN part of Exam</td>
</tr>
<tr>
<td>Well, I would include everything… though I know it’s impossible, the exam will be so long. I think the exam should be similar to what we had at college and university.</td>
<td>ALL SKILLS TO BE TESTED</td>
<td>EXAM FORMAT SIMILAR TO OTHER EXAMS (COLLEGE/ SCHOOL)</td>
</tr>
</tbody>
</table>
I would add (points at the list) ‘ability to teach language items’ – it is even more important than theory, I think. If I had some choice I would prefer the college examination. It is even more... I don’t know how to say it... it looks like a language examination. It would be good to have something like that for university.

In my opinion, the system of a Final university examination for language teachers should be similar to the school State examination. It will help future teachers to prepare their students to the exams. Oh, yes. You know the format and the criteria and how they work so it’s easier for you to teach for the exam. Because you had a similar exam yourself.

A final university examination for a future teacher must be focused on checking **real language skills** (speaking, listening, reading and writing) rather than a good or bad knowledge of a language structure or history of a language.

Exam tasks should become more authentic and practice-oriented

<table>
<thead>
<tr>
<th>OTHER TASK TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING</td>
</tr>
<tr>
<td>READING</td>
</tr>
<tr>
<td>SPEAKING</td>
</tr>
<tr>
<td>WRITING</td>
</tr>
</tbody>
</table>
Appendix 14

**Categorization of open-ended responses in Final Exam survey (Survey 1)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Respondent</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q4</strong> Task types</td>
<td><strong>Exam_staff_1</strong></td>
<td>Guidelines are given by administration. The criteria should cover all or the most important aspects of students’ performance in language studies and theoretical subjects</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_3</strong></td>
<td>It has always been like that, so we use what proved to be effective</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_4</strong></td>
<td>I really don’t know (author’s emphasis)</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_5</strong></td>
<td>The types which have already been chosen</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_6</strong></td>
<td>Cambridge ESOL Examinations Standards</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_7</strong></td>
<td>Use what was chosen many years ago</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_8</strong></td>
<td>We use them because they were chosen many years ago</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_9</strong></td>
<td>?? (as answered by the respondent)</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_10</strong></td>
<td>Don’t know, just use what proved to be OK</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_11</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_12</strong></td>
<td>What’s been employed in the previous years</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_13</strong></td>
<td>Task types which are used for progress assessment</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_14</strong></td>
<td>We use what proved to be good</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_15</strong></td>
<td>Tasks which everybody is familiar with</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_16</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_17</strong></td>
<td>We use tasks which are used in all years, including exams</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_18</strong></td>
<td>We use materials from the previous years</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_19</strong></td>
<td>I think we repeat the same year after year</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_20</strong></td>
<td>What was used previously, or experience of other universities</td>
</tr>
<tr>
<td><strong>Q5</strong> Criteria for choosing task types</td>
<td><strong>Exam_staff_1</strong></td>
<td>Theoretical subjects – degree of completeness of the answer Practical subjects – overall language performance !!!!</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_3</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_4</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_5</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_6</strong></td>
<td>Providing for EFL teachers’ competence</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_7</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_8</strong></td>
<td>All are important</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_9</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_10</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_11</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_12</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_13</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_14</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_15</strong></td>
<td>There are no criteria, as far as I know</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_16</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_17</strong></td>
<td>I haven’t heard of criteria for choosing tasks (respondent’s punctuation)</td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_18</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_19</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam_staff_20</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Q6</strong> Listening texts</td>
<td><strong>Exam_staff_1</strong></td>
<td>Authentic, approx 2mins, based on topics studied</td>
</tr>
<tr>
<td>Topic</td>
<td>Exam_staff_7</td>
<td>What suits topics covered in year 1-5</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Length</td>
<td>Exam_staff_8</td>
<td>Topics, length, time it was produced</td>
</tr>
<tr>
<td>Issues</td>
<td>Exam_staff_9</td>
<td>Never chose any</td>
</tr>
</tbody>
</table>

| Exam_staff_10 | Mostly topics and length of the text |
| Exam_staff_11 | Topics (issues) they cover |
| Exam_staff_12 | According to topics they cover |
| Exam_staff_13 | Topic (theme) of the text and its length. If it fits the topic students studied it means it can be an exam text |

<table>
<thead>
<tr>
<th>Exam_staff_14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam_staff_15</td>
</tr>
<tr>
<td>Exam_staff_16</td>
</tr>
<tr>
<td>Exam_staff_17</td>
</tr>
<tr>
<td>Exam_staff_18</td>
</tr>
<tr>
<td>Exam_staff_19</td>
</tr>
<tr>
<td>Exam_staff_20</td>
</tr>
</tbody>
</table>

**Q7 Reading texts**

<table>
<thead>
<tr>
<th>Exam_staff_1</th>
<th>Authentic, approx 1 page, based on topics studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam_staff_2</td>
<td></td>
</tr>
<tr>
<td>Exam_staff_3</td>
<td>Topic, length, genre</td>
</tr>
<tr>
<td>Exam_staff_4</td>
<td>The situation ….is the same as with listening</td>
</tr>
<tr>
<td>Exam_staff_5</td>
<td>Topic, genre, length, author, authenticity</td>
</tr>
<tr>
<td>Exam_staff_6</td>
<td>In accordance with the list of conversational topics (studied during the course) and the level of difficulty (corresponding to C2 – Proficient User)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exam_staff_7</th>
<th>Topics, length, text type, when published (if an article)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam_staff_8</td>
<td>Topics, length, author, date of publication</td>
</tr>
<tr>
<td>Exam_staff_9</td>
<td>I just follow what has been done before me</td>
</tr>
<tr>
<td>Exam_staff_10</td>
<td>Topic, length, text type (mostly newspaper articles)</td>
</tr>
<tr>
<td>Exam_staff_11</td>
<td>Topics and genre</td>
</tr>
<tr>
<td>Exam_staff_12</td>
<td>Topics</td>
</tr>
<tr>
<td>Exam_staff_13</td>
<td>See listening</td>
</tr>
<tr>
<td>Exam_staff_14</td>
<td></td>
</tr>
<tr>
<td>Exam_staff_15</td>
<td>Topics or issues they dwell upon, length, source??? (author’s punctuation)</td>
</tr>
<tr>
<td>Exam_staff_16</td>
<td></td>
</tr>
<tr>
<td>Exam_staff_17</td>
<td>Topics, author (when we used fiction), length, difficulty</td>
</tr>
<tr>
<td>Exam_staff_18</td>
<td>Topic and length of the text</td>
</tr>
<tr>
<td>Exam_staff_19</td>
<td>Topic, probably the length of the text, genre</td>
</tr>
<tr>
<td>Exam_staff_20</td>
<td>Just as listening – according to the topics + length of the text</td>
</tr>
</tbody>
</table>

**Q8 Moderation**

<table>
<thead>
<tr>
<th>Exam_staff_1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam_staff_2</td>
</tr>
<tr>
<td>Exam_staff_3</td>
</tr>
<tr>
<td>Exam_staff_4</td>
</tr>
<tr>
<td>Exam_staff_5</td>
</tr>
<tr>
<td>Exam_staff_6</td>
</tr>
<tr>
<td>Exam_staff_7</td>
</tr>
<tr>
<td>Exam_staff_8</td>
</tr>
<tr>
<td>Exam_staff_9</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Exam_staff_11</td>
</tr>
<tr>
<td>Exam_staff_12</td>
</tr>
<tr>
<td>Exam_staff_14</td>
</tr>
<tr>
<td>Exam_staff_16</td>
</tr>
<tr>
<td>Exam_staff_18</td>
</tr>
<tr>
<td>Exam_staff_20</td>
</tr>
</tbody>
</table>

### Q19
**Assessing student answers**

<table>
<thead>
<tr>
<th>Exam_staff_1</th>
<th>Contents, relevance to the topic, accuracy, fluency (depends on the subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam_staff_2</td>
<td>Accuracy, content, fluency</td>
</tr>
<tr>
<td>Exam_staff_3</td>
<td>Knowledge of linguistic questions, degree of understanding of texts, accuracy, fluency, coherence</td>
</tr>
<tr>
<td>Exam_staff_4</td>
<td>Accuracy, fluency, scope</td>
</tr>
<tr>
<td>Exam_staff_5</td>
<td>Accuracy, fluency, degree of understanding</td>
</tr>
<tr>
<td>Exam_staff_6</td>
<td>Knowledge of linguistic questions, In Linguistics: level of knowledge</td>
</tr>
<tr>
<td>Exam_staff_7</td>
<td>Accuracy, fluency, how much was said and what was said</td>
</tr>
<tr>
<td>Exam_staff_8</td>
<td>Accuracy, content, variety of language means</td>
</tr>
<tr>
<td>Exam_staff_9</td>
<td>Accuracy, fluency, content</td>
</tr>
<tr>
<td>Exam_staff_10</td>
<td>Accuracy, fluency, range of vocabulary and structure, content</td>
</tr>
<tr>
<td>Exam_staff_11</td>
<td>Accuracy, fluency, content</td>
</tr>
<tr>
<td>Exam_staff_12</td>
<td>Fluency, accuracy, content</td>
</tr>
<tr>
<td>Exam_staff_13</td>
<td>Content, accuracy (lexical, phonological, grammatical), fluency, range</td>
</tr>
<tr>
<td>Exam_staff_14</td>
<td>Content, degree of understanding of the text</td>
</tr>
<tr>
<td>Exam_staff_15</td>
<td>Content, linguistic accuracy, tempo</td>
</tr>
<tr>
<td>Exam_staff_16</td>
<td>Accuracy, content, fluency</td>
</tr>
<tr>
<td>Exam_staff_17</td>
<td>Content, language means, variety of language means</td>
</tr>
<tr>
<td>Exam_staff_18</td>
<td>Content, degree of understanding of the text</td>
</tr>
<tr>
<td>Exam_staff_19</td>
<td>Accuracy, fluency, content</td>
</tr>
<tr>
<td>Exam_staff_20</td>
<td>Accuracy (grammar, lexical), fluency, range, scope</td>
</tr>
</tbody>
</table>

### Q22
**Agreement on the mark**

<table>
<thead>
<tr>
<th>Exam_staff_1</th>
<th>Discuss the final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam_staff_2</td>
<td>Compare their notes and discuss their opinions</td>
</tr>
<tr>
<td>Exam_staff_3</td>
<td>Express their opinions on each answer and then discuss the marks</td>
</tr>
<tr>
<td>Exam_staff_4</td>
<td>Discuss each answer</td>
</tr>
<tr>
<td>Exam_staff_5</td>
<td>Discussion, sometimes voting</td>
</tr>
<tr>
<td>Exam_staff_6</td>
<td>By voting</td>
</tr>
<tr>
<td>Exam_staff_7</td>
<td>Discuss the answers</td>
</tr>
<tr>
<td>Exam_staff_8</td>
<td>Share their opinions</td>
</tr>
</tbody>
</table>
### Exam_staff_9
As a result of **discussion**

### Exam_staff_10
Everybody **expresses their opinion** and then the option everybody agrees with is chosen

### Exam_staff_11
Discuss why they think this and not that mark should be given

### Exam_staff_12
Discuss what they think about each answer

### Exam_staff_13
Discuss what they think

### Exam_staff_14
Negotiate if

### Exam_staff_15
Keep notes and discuss what everybody thinks

### Exam_staff_16
Through **discussion** (after students finish answering)

### Exam_staff_17
They keep notes while listening, give a mark; then **discuss** and come out with the final mark

### Exam_staff_18
**Discussion** at the end of exam

### Exam_staff_19
By **discussing** and sharing their opinions

### Exam_staff_20
Discuss each student’s answer

<table>
<thead>
<tr>
<th>Q23</th>
<th>Helpfulness of the criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam_staff_1</td>
<td></td>
</tr>
<tr>
<td>Exam_staff_2</td>
<td></td>
</tr>
<tr>
<td>Exam_staff_3</td>
<td>There is <strong>nothing exact you can refer to</strong> and say ‘Look, this is the way it is expected’</td>
</tr>
<tr>
<td>Exam_staff_4</td>
<td>They are <strong>very general</strong>, so it’s <strong>difficult to refer to them</strong></td>
</tr>
<tr>
<td>Exam_staff_5</td>
<td></td>
</tr>
<tr>
<td>Exam_staff_6</td>
<td></td>
</tr>
<tr>
<td>Exam_staff_7</td>
<td>They only help if examiners want to analyse the answer in detail</td>
</tr>
<tr>
<td>Exam_staff_8</td>
<td></td>
</tr>
<tr>
<td>Exam_staff_9</td>
<td></td>
</tr>
<tr>
<td>Exam_staff_10</td>
<td>They are <strong>quite vague</strong> so there is <strong>nothing to point at</strong> and say – ’here we are, it should be like this’</td>
</tr>
<tr>
<td>Exam_staff_11</td>
<td>I do not see the way they could be helpful</td>
</tr>
<tr>
<td>Exam_staff_12</td>
<td>They are <strong>too vague</strong> and cannot be used to agree or disagree with my colleagues</td>
</tr>
<tr>
<td>Exam_staff_13</td>
<td>Examiners do not refer to the criteria every time they disagree with each other</td>
</tr>
<tr>
<td>Exam_staff_14</td>
<td></td>
</tr>
<tr>
<td>Exam_staff_15</td>
<td>We refer to them in case of disagreement but <strong>it’s difficult to prove something</strong>. For example, 3 mistakes – is it good or bad?</td>
</tr>
<tr>
<td>Exam_staff_16</td>
<td>I never took part in such discussion</td>
</tr>
<tr>
<td>Exam_staff_17</td>
<td>We can refer to them, but they are <strong>very general</strong></td>
</tr>
<tr>
<td>Exam_staff_18</td>
<td></td>
</tr>
<tr>
<td>Exam_staff_19</td>
<td>They are <strong>quite general</strong>, it’s difficult to use them if you want to prove something</td>
</tr>
<tr>
<td>Exam_staff_20</td>
<td>You can refer to the criteria but they do not describe expected performance so it’s difficult to prove why you think so and not in some other way</td>
</tr>
</tbody>
</table>
Quantitative summary of qualitative responses

Q4. How exam task types are chosen

Q6. Criteria for choosing listening texts

Q7. Criteria for choosing reading texts
Q8. Who takes part in moderation of exam tasks

Q19. What are the criteria for assessing student answers?
Appendix 15
Samples of alternative reading tasks for the Final Language Examination

Alternative Task 4

Read the article by a Pakistani journalist. What key issues does she point out? Is the situation in Pakistan in any way similar to Russia? If so, how is it similar? If not, what makes it different?

Pakistan ruined by language myth

Zubeida Mustafa
http://www.theguardian.com/education
Retrieved 14.10.2015

Effective teaching of English is the preserve of an elite, leaving the rest of the country to linguistic confusion and educational failure

Opinion
Last year I wrote a book highlighting the crisis in Pakistan’s education system caused by the way languages are used and taught. Its publication prompted one critic to remark that I was trying to “backwardise” the children in Pakistan. Another said that language was not the problem; it was what we taught that needed to be addressed.

These were typical responses from highly educated, fluent English speakers. They have glorified the English language in Pakistan to the extent that all logic has been put aside. But they wield great influence over public opinion and have even persuaded policy makers that the country’s education system can be fixed by hiring teachers competent in English. Such teachers are hired by exclusive private schools, which are beyond the reach of the majority. So proficiency in English automatically becomes the preserve of the affluent.

Since I have been more concerned about the majority’s problems, I have pleaded the case of the underprivileged by stating that children must initially begin their schooling in their own tongue, with which they are familiar. This will help their cognitive development and inculcate critical thinking. It will also enable them to articulate participants in the construction of knowledge in the classroom and discourage the culture of rote learning. English should be introduced at a later stage and taught as a second language.

With the exception of a small minority of children who are bilingual even before they begin school, teaching children in a language other than their mother tongue in the early years does them harm, no matter how good their teachers may be. This approach robs the child of the natural advantage she has in her home language.

A child begins “acquiring” language from her environment soon after she is born. Children have already gained three or four years of language experience in their mother tongue when they start
school. If English is to be the school language, these children lose advantage. The benefit goes to a small minority that is bilingual from the start by virtue of their parents being the products of exclusive English-medium education.

Such as the power of myths about language in Pakistan that a public demand has been created for English. People believe that English is the magic wand that can open the door to prosperity. Policymakers, the wielders of economic power and the social elites have also perpetuated this myth to their own advantage. The door of prosperity has been opened but only for a small elite.

In a multilingual country such as Pakistan where at least eight major languages compete for supremacy, English occupies a special position by virtue of its “neutrality”. But the status of English as the language of international communication exerts additional pressure. This importance is reinforced by Pakistan’s employment market, which discriminates in favour of the fluent English speaker even though not every job requires an English language expert.

This language paradox has undermined our educational standards. With no well-defined language as a medium of instruction policy, we have a fractured system that divides society.

There is an excellent English-based system in the private sector that is expensive and caters for a small wealthy elite. Children from the middle and lower-middle classes go to second-tier private schools charging relatively modest fees. They adopt a strange mix of languages while pretending to be English-medium. Why else would you see schools in the shantytowns of Karachi announce their anglicised names and the fact that they are “English-medium” in Urdu script? The teachers explain in their mother tongue while teaching from English language textbooks from which students plagiarise and memorise passages.

It is left to public-sector schools, patronised by the children of the poor, to adopt indigenous languages as the medium of instruction – rather apologetically. With the government rapidly disengaging itself from the education sector, these institutions perform dismally.

As a result, the country is in a state of linguistic confusion. On the one hand people are desperate to be seen as being proficient in English when they are actually not. At the same time they are ashamed of their own language though that is the only language they can communicate in. The ambiguity of the language of instruction policy allows schools to make their own choices, which has contributed to the present crisis in education in Pakistan. The demand for English – a trend set by the privileged elite – has put schools under pressure. Not many teachers who can teach English or teach in English are available.

That is why it would be feasible to get all school to teach initially in the child’s mother tongue while concentrating on improving standards. This would require the production of good textbooks and the training of teachers. Both of these can be done effectively in their own language. The main challenge would be to decide judiciously which language is to be used as the medium in which region and at what stage other languages, including English, should be introduced.

Training English-as-a-second-language teachers should pose no difficulty. Such teachers can impart basic communication skills in English to their students who would be learning other subjects in their own language. Those going on to higher studies or needing greater competency in English could take up language courses that should be made widely available.
**Linguistic imperialism alive and kicking**

Robert Phillipson

http://www.theguardian.com/education

Retrieved 15.10.2015

US and UK policy to promote English language teaching expertise around the world is undermining multilingualism and education opportunities

**Opinion**

Topics reported on recently in Learning English give me grounds for concern about internationally driven efforts to strengthen learning of English. They suggest strongly that Tesol/ELT is part of problem rather than solution. There is increasing evidence that what is on offer may in fact cause educational failure.

My worries were triggered by two shocking headlines (Learning English, 13 January). One reports on the massive failure in Namibia of English as the main medium of education: “Language policy ‘poisoning’ children”. This was the conclusion of a recent NGO study. The second was “Language myth cripples Pakistan’s schools”. The myth is the belief that studying English is all you need for success in life. Policies influenced by this myth prevent most children from accessing relevant education.

I am also strongly concerned about a third story, “US launches global push to share ELT skills”. The background is that in November 2011 the US state department and Tesol International Association (recently renamed) announced a partnership to meet the global demand for English and to “Work in co-ordination with US companies, universities, publishers, and other ELT stakeholders to enhance their international outreach and operations”. The drive is modelled on the success of the British Council in expanding British influence worldwide. There are examples in the 17 February issue of Learning English: Tony Blair promoting British ELT in Thailand; the UK taking a “role in Ukraine primary push”.

Is Anglo-American expertise really relevant in all such contexts? In fact educational “aid” worldwide does not have a strong record of success. There is scholarly evidence, for instance from Spain, that primary English is not an unmitigated story: quite opposite.

For Namibia a great deal of educational language planning was undertaken at the United Nations Institute for Namibia prior to independence. I summarised this in my book Linguistic Imperialism (OUP, 1992), quoting solid evidence that over-reliance on English was inappropriate. Yet this is what British Council “advisers” in independent Namibia were instrumental in implementing.

British policies in Africa and Asia have aimed at strengthening English rather than promoting multilingualism, which is the social reality. Underlying British ELT have been key tenets -
monolingualism, the native speaker as the ideal teacher, the earlier the better etc - which the same book diagnoses as fundamentally false. They underpin linguistic imperialism.

British goals both in the colonial period and today are primarily political and commercial. The British Council’s Annual Report 2009-10 states that for the equivalent of every $1.60 of taxpayer’s money it receives, it earns $4 through its teaching and examining worldwide. ELT is of massive importance for the British economy. This underlies expansion efforts in India and China, where it has had very mixed success, except perhaps in commercial terms. David Graddol’s 2010 report English Next India, commissioned by the British Council, uses similar arguments to those articulated 180 years earlier by Thomas Babington Macaulay, a senior British administrator, in taking a case for British involvement in Indian education. Influence on the learning of English may be as ineffectual as in Namibia, in this very different context.

Unesco has stressed the significance of the mother tongue for over 50 years. Save the Children’s 2009 report for the CIBT education trust, Language and Education: The Missing link, hammers home this message. But why is it that an NGO and a private consortium “discover” facts that have been known in many scholarly circles for 40 years but that ELT has failed to effectively engage with?

The research evidence on mother tongue-based multilingual education is unambiguous. English-medium education in postcolonial contexts that neglects mother tongues and local cultural values is clearly inappropriate and ineffective.

There are ELT voices calling for a paradigm shift. A report for the British Council by Hywel Coleman on Pakistan points clearly in this direction. So does a 2011 book that he has edited, also for the British Council, Dreams and Realities: Developing Countries and the English Language. But if ELT professionals lead monolingual lives, or if they have no experience in becoming proficient in languages other than English, are they ever likely to understand the complexity of tasks that they are committed to?

One of the intriguing aspects of globalising Anglo-American expertise is that ELT is not a high-prestige profession in either ES or the UK. In both countries there are unmet English language needs for children and adults. In addition, foreign language learning is much less widespread and effective than in many countries.

It is true that there is a massive demand for English worldwide, to which many factors, from trade and tourism to regional immigration, contribute. Maintaining the value of western investments and influence in the decolonisation period led to the mushrooming of departments of Tesol and applied linguistics from the 1950s. The demand for English has been orchestrated by western governments and their allies worldwide, and key bodies such as the World Bank. The “supply” of expertise dovetails with demand.

Governments have tended to clutch a quick fix, such as importing native speakers, or starting English even earlier, either as a subject or the medium of instruction, in the hope that this will make the learning of English more effective. Such demands should be challenged by ELT when both the demand and the response are unlikely to be educationally, culturally or linguistically well-informed.

*Robert Phillipson’s books have been published in 11 countries. His recent studies can be found at bit.ly/robertphillipson and he develops the theme of this article as a keynote lecture on the Tesolacademic.org site*
Alternative Task 6: Scan through the table of contents from a journal for language teachers (above) and write short answers to the questions below:

### Contents

#### MAIN FEATURE
- **CAT: A FRAMEWORK FOR DOGME** 4
  - Ken Lackman introduces an enhanced method for materials-free teaching

#### TEACHING YOUNG LEARNERS
- **FINDING NEMO ON THE IPAD** 23
  - Michael Tasseron takes his learners on an adventure beneath the waves

#### FEATURES
- **GRAMMAR MIA** 8
  - Chris Payne tackles the problem of inert knowledge
- **PATIENCE IS A VIRTUE** 11
  - Paul Bress counsels calm
- **INVITATION TO INTERACTION** 12
  - Mary Cerutti, Lydia Guill, Cheri Pearson and Moriah Sharp suggest a model to get students speaking
- **NOTICING: A SCAFFOLDING STRATEGY** 16
  - Handoyo Puji Widoro and Andrzej Cirocki draw attention to the features of academic writing
- **TESTING QUESTIONS** 20
  - Douglas Williams advocates flexibility in testing
- **OVER THE WALL** 26
  - Alan Maley celebrates Shakespeare
- **DRAMATIC DIALOGUES** 29
  - Paul Harvey finds that drama brings language to life
- **DOCTOR, DOCTOR** 34
  - Maxwell Clark rejoices in roleplay
- **VOCABULARY FOR ALL** 36
  - Helen Stepanova lists lexis-learning techniques
- **SPATIAL RELATIONSHIPS** 46
  - Charles Mercer proposes props to teach prepositions
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1. Which issue is it?
2. Does the journal have an official website?
3. Which article(s) would you read if you were short of teaching aids?
4. What would you be interested in if you were training students for the National Examination in English?
5. What does sign mean?
6. Which article(s) are about teaching productive skills?
7. There are articles about using technology in the classroom. What gadget(s) is/are in the focus?
8. On what page can you find information on new publications?

Key:
1. 87
2. www.etprofessional.com
3. Teaching in a low resource classroom; CAT: a framework for dogme
4. Testing questions/From research to reality
5. Photocopiable materials
6. Invitation to interaction; Noticing: A scaffolding strategy; (Doctor, doctor; Dramatic dialogues)
7. iPad, phone/smartphone
8. 44 (63)
Alternative task 7

Read the advertisement from English Teaching professional and fill in the missing rubrics:

A. **Follow us on popular networks**
B. **It really worked for me!**
C. **Writing for ETP**
D. **It works in practice**
E. **TALKBACK!**

1. Do you have ideas you’d like to share with colleagues around the world? Tips, techniques and activities; simple or sophisticated; well-tried or innovative; something that has worked well for you? All published contributions receive a prize!
   Write to us or email:
   helena.gomm@pavpub.com

2. Do you have something to say about an article in the current issue of ETP? This is your magazine and we would really like to hear from you.
   Write to us or email:
   helena.gomm@pavpub.com

3. We are always interested in new authors and fresh ideas. For guidelines and advice, write to us or email:
   helena.gomm@pavpub.com

4. Did you get inspired by something you read in ETP? Did you do something similar with your students? Did it really work?
   Do share with us...
   helena.gomm@pavpub.com

**Key:**
Unit 1. A good start in life

Lessons 1-2 Off to School

**Objectives**
Ss will
- get acquainted with their new textbook
- think about their learning strategies
- develop learner autonomy and independence

**Skill development**
Ss will
- practice understanding new words through listening
- read for pleasure and for interpretation
- practice writing a diary

**Active vocabulary**
- to be anxious (about)
- be bored (by, with)
- be cheerful
- be confident (about)
- be confused (about)
- be delighted (with)
- be enthusiastic (about)
- be excited (by, about)
- be frustrated (by, with)
- be inspired (by)
- be nervous (about)
- be proud (of)

**Grammar**
- used to

**Procedure**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Purpose</th>
<th>Classroom management</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome to your new Coursebook!</td>
<td>to get students acquainted with their new textbook; to help Ss start thinking about their learning strategies; to practise scanning for specific information across the book</td>
<td>whole class pair work</td>
</tr>
<tr>
<td>2. Vocabulary</td>
<td>to teach the new vocabulary to practise listening for specific information and for specific words</td>
<td>individual pair work whole class</td>
</tr>
<tr>
<td>3. Reading</td>
<td>to practise reading a piece of literature for pleasure and interpreting it to practise active vocabulary</td>
<td>individual pair of group work</td>
</tr>
<tr>
<td>4. Language work</td>
<td>to review ‘used to’ to practise grammar and vocabulary items for the lesson</td>
<td>pair or group work</td>
</tr>
<tr>
<td>5. Writing</td>
<td>to present diary style to practise writing a diary to practise new vocabulary</td>
<td>whole class work individual work</td>
</tr>
</tbody>
</table>

**Welcome to your new book!**
Ask a strong S to read the welcome letter and the others to follow his/her reading in the book. Let Ss do the quiz first in pairs, then check in class. If your Ss are not used to independent work in pairs, you may do it with the whole class question by question.
This activity will help students start thinking about their own strategies to learn a foreign language. It also teaches them scanning across the whole book to find the necessary information in it. It is very important to draw the Ss’ attention to the fact that the balance of responsibilities between teachers and them has changed since they became upper-secondary school students.

1A. Answers

<table>
<thead>
<tr>
<th>a)</th>
<th>Start a new notebook for vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
<td>Get yourself a good dictionary</td>
</tr>
<tr>
<td>c)</td>
<td>Use our workbook after each lesson. It has exercises for extra practice</td>
</tr>
<tr>
<td>d)</td>
<td>Try to read as much as you can</td>
</tr>
<tr>
<td>e)</td>
<td>When you do pairwork or groupwork speak English</td>
</tr>
<tr>
<td>f)</td>
<td>After every unit check your own progress</td>
</tr>
<tr>
<td>g)</td>
<td>Learn phrases as well as words</td>
</tr>
</tbody>
</table>

1B. Possible answers

Don’t give up if you don’t make progress

Vocabulary

A. Tell students to look at the cartoon and read the labels. Ask them if they can understand the meaning of each. You might want to check by asking questions like ‘What’s the English for нервничать?’ Ss practice the vocabulary by telling how different people in the picture feel, and how they feel. You might also need to remind the Ss of the forms of the verb ‘to be’.

B. Let Ss listen to the recording and guess which class the students are in. If you do not want your students to write in the textbook, ask them to prepare an answer sheet, i.e. a sheet of paper or their copybook, into which they copy the chart from the SB, then fill it in.

2B. Possible answers

Tanya is 15 as this is the first year she is in the upper secondary class (10th grade). Dmitry is obviously younger. He may be 11. The recording clearly indicates this, as the voice is younger.

Katya is 14 as she mentions she has passed her exams, that is the 9th grade. Grigori is the oldest, as he mentions his intention to go to university next year.

C. Then ask the Ss to listen and decide what they feel using the picture from 2A. It’s not typical to introduce vocabulary in a listening activity, but the feelings vocabulary fits here very well. After that let Ss add to the list of feelings. They can use a dictionary of ask for teacher’s/other students’ assistance. Ask them to make more sentences to describe their feelings.

Tapescript (Exercise 2B, C).

1. A girl of 16. Hi, I’m Tanya and I’m looking forward to my first year in upper secondary class. I’m delighted to see my friends again after the summer holiday

2. A boy of 11. Hello, my name is Dmitry. I only speak a little English. I’m nervous before English lessons.

3. A girl of 14. I’m Katya and I’m proud because I passed my exams last year. I feel excited because I like working hard at school and I was bored at home during the holidays.

4. A boy of 17. My name is Grigori. I don’t like school because there are too many rules. I often feel frustrated. I’m going to university next year to study engineering if I pass my final exams.
Suggested homework
Ask Ss to make sentences describing feelings of the people in the picture and Ss’ own feelings on the 1st of September or do Workbook (WB) activities Unit 1 Lesson 1-2.

Suggested lesson break

Reading
A. Ask Ss to read as they listen to the poem by Roger McGough. The poem has no title, so far. They are to give this title. Although the most obvious is ‘The First Day at School’, encourage them to use their imagination. They may end up with ‘The End of Childhood’, ‘The Shadows of Childhood’, ‘I’m afraid’, ‘I have grown up’. List on the board the titles Ss offer.

Tapescript (Exercise 3A).
A millionbillionmillion miles from home
Waiting for the bell to go. (To go where?)
Why are they all so big, other children?
So noisy? So much at home they
Must have been born in uniform
Lived all their lives in playgrounds
Spent the years inventing games
That don't let me in. Games
That are rough, that swallow you up.
And the railings.
All around, the railings.
Are they to keep out wolves and
monsters?
Things that carry off and eat children?
Things you don't take sweets from?

Perhaps they're to stop us getting out
Running away from the lessins. Lessin.
What does a lessin look like?
Sounds small and slimy.
They keep them in the classrooms.
Whole rooms made out of glass. Imagine.
I wish I could remember my name
Mummy said it would come in useful.
Like wellies. When there's puddles.
Yellowwellies. I wish she was here.
I think my name is sewn on somewhere
Perhaps the teacher will read it for me.
Tea-cher. The one who makes the tea.

B. Allow Ss few minutes to answer the questions in pairs or individually, then discuss the answers in class.

3B. Answers
- Lessin, classroom, millionbillionmillion,
yellowwellies, tea-cher, there's puddles
= there is puddles
- The words are new for a small child, he
does not know exactly what they mean.
Besides, he is confused and nervous

Language work
A. Ask Ss how they felt at school when they were small and what has changed for them.
Draw their attention to the verb expression ‘used to’ in the example and what it signifies.
B. Ask Ss to make their own sentences describing how things have changed for them and tell their partners about it.
C. Ss work in pairs and tell their partners about these changes.

Writing
This activity introduces Ss to a diary style. Let them read the extract from a diary and draw their attention to some stylistic peculiarities of diary writing. Tell the Ss that there is no need to be very serious about it, but their work will be confidential if they want.
Now mark the statements below as true (T), false (F) or not stated (N/S)

1. Developing reading skills is one of the lesson objectives.
2. The lesson aims at developing learner autonomy.
3. Vocabulary work at the lesson is mostly practice, not presentation.
4. No new grammar items are introduced at the lesson.
5. Activity 1a, b introduces new vocabulary.
6. Teachers are recommended to give students some vocabulary practice tasks for homework.
7. Language work in Activity 4 involves students into writing sentences in their notebooks.
8. Activity 4 aims at practising grammar.
9. In Activity 5, students are supposed to discuss their diary entries with their partners.

Key: 1T, 2T, 3F, 4T, 5T, 6T, 7T, 8N/S, 9T, 10F
Alternative task 9

Read the article (ETP (87), 2013 P.11) and choose the best option to complete each question

IN THE CLASSROOM

Patience is a virtue

Paul Bress praises a much-forgotten quality

It hardly needs stating that English language teaching has changed radically over the last generation. For one thing, it never even used to be called ELT (it was EFL when I started my teaching career). For another, there have been significant methodological changes, with the emphasis now much more on deciding on, and helping students achieve, communicative objectives rather than ‘talking about’ the target language. And finally, there have been enormous technological changes: with each passing year, more and more teaching, testing and independent learning is done online.

Patience is an ability

But there is one aspect of language teaching that remains as important as ever – perhaps even more so now. The quality I am referring to is patience. As (a very poor) practitioner of yoga, I am more aware of my tutor’s ability to be patient with me than I am of any other ability. The same applies, assuredly, to our ELT students. Many of these, particularly students with little self-confidence, must really crave a patient teacher. Against this background, what practical steps can we take in order to increase our patience and, thereby, offer our students the time and space in which to learn effectively? Here are four suggestions:

1. Try to imagine what it is like to be your students (especially those who are struggling with the language)

This is, by far, the most important step. Impatience derives, largely, from a compulsive preoccupation with our own thoughts, feelings and intentions. When we are preoccupied with our own concerns, we absolutely detest operating at a speed that is different from our own. If, instead, we can try to engage in a more empathic style of communication, then our impatience is likely to lose a lot of its fuel. As we listen (and watch) our students more intently, we should find that we change both mentally and physiologically. Empathic listening should help get rid of our impatience and allow us to teach much much better.

2. Don’t move your body around nervously

If you engage in empathic way of communicating, then this should follow naturally. However, sometimes it’s a good idea to give yourself that extra chance to empathise properly. This means sitting comfortably on a chair so that you are at eye level with your student(s). Lean back, stretch your legs out, intertwine your fingers and relax. If you are constantly pacing up and down the classroom, you will cease to be able to enter into individual worlds of your students.
Be prepared not to meet the learning objectives (when it’s clearly not possible)

Of course, it’s generally a good principle not only to set communicative objectives, but also to do your best to help your students to achieve them. However, it’s the mark of a more enlightened teacher to be able to let go of the above principle on certain occasions. Your students’ heads are full of any number of preoccupations and distractions. Sometimes they are not in a psychological state of readiness to learn what you want them to learn. This doesn’t signal defeat for the teacher; it’s just how people learn. Even though we plan syllabuses very rigorously there will always be a gap between our good intentions and the actual working of the student’s minds. The result of this willingness to say goodbye to syllabuses and plans is that you can give your students the time and space to fully internalise what you are trying to teach them.

Don’t intervene before a ‘learning opportunity’ has definitely passed

Sometimes, a teacher’s anxieties make it very difficult (painful even) to listen to a student struggling over a word, phrase, clause, sentence or longer utterance. Silences are often, for some strange reason, considered to be the enemy. We must not expect our students to behave like performing seals! They need time in which to hypothesise, begin, self-correct, reformulate and finally produce a piece of English which reflects their best efforts. To jump in before this process is realised is to rob them of a valuable learning opportunity.

★★★

Even though everything is so much faster today than it used to be, I think the need for patience is just as important as it ever was. When things go wrong in this digital age, they tend to fail completely. How many times have you been unable to send a text, or record a programme on your digibox, or download something from a website? The scope for disappointment today is enormous. It is important to nurture our patience both inside and outside the ELT classroom, and this would prove beneficial to both our home and professional lives.

Now choose the best option (a, b or c) to complete each sentence:

1. The last decade brought tremendous changes in teaching languages:
   a. terminology changed drastically
   b. aims, objectives and teaching methods were reconsidered
   c. new gadgets appeared

2. According to the author, it is very important for a teacher to be patient because:
   a. They may introduce some yoga techniques in the classroom to reduce tension.
   b. There will be less students with little self-confidence.
   c. It will create a positive learning environment.

3. Empathy in the classroom is essential because it
   a. enhances the quality of teaching and learning
   b. carries the teacher away from their own problems
   c. helps to slow down the tempo of the lesson

4. According to the author, what does teacher’s empathetic behaviour presuppose?
   a. a lot of relaxation
   b. going around the classroom
   c. sitting comfortably observing the students

5. When doing their best to achieve objectives teachers should bear in mind that
   a. syllabuses are not always planned carefully
   b. different students learn in different ways
   c. students require enough space for learning
6. The author mentions ‘performing seals’
   a. to demonstrate that students need to think before producing an utterance
   b. to emphasise that learning, like taming, is repeating one thing many times
   c. to say that silence is not good in the classroom

7. According to the author, patience is important as
   a. there is too much stress in our lives
   b. it helps to avoid mistakes while using various gadgets
   c. it brings peace to our homes

Key:  1b, 2c, 3a, 4c, 5b, 6a, 7a
Task 1
Task type – error correction

Read the composition written by a 9th former (15 year old, secondary school). On your Answer Sheet, mark the mistakes and define their type:

Sp – spelling
Gr – grammar
Punc – punctuation
WW – wrong word

Are there any errors that lead to communication breakdown? What are they?

Every summer I rest my grandmother in the country. There are a lot of my friends. They come on holidays as I am. We go to the forest for mushrooms and berries, swim in the river. This summer, the guys taught me how to play football. I became a very good player. Once we found in the garden a little kitten. I like animals very much. So I took the kitten in the house. He drank the warm milk, slept and mew. The boys went to the river. When they returned the kitten was not at home. We long searched everywhere. Suddenly Andrew heard something. It was a kitten, who climbed on the roof. I took a high ladder neighbours’, and climbed to the roof. The kitten was trembling from fear. I took him in hand and we slowly came down. My little friend was afraid. We fed him with milk.

Task 2
Task type – open-ended question (providing definitions for terms)

Give definitions to any 5 terms below
phoneme
vowel
language interference
verb
synonym
voice (e.g. Passive, Active)
**Task 3**
Task type – error correction based on multiple choice and further oral discussion

**In each set of sentences, identify (a) mistake(s). Define its/their type (e.g. Grammar, Vocabulary, Punctuation, Spelling) and suggest ways of correcting them (e.g. how you would help the student to identify the mistake, what tasks you would use to practise the language item in question, etc.)**

1. I and my family often went on picnics. There my brothers played football, and I’m with my sisters played badminton and ball.
2. This summer I was with my mother and friends went to the Crimea, city Sevastopol. Sevastopol is largest city in the Crimea. He’s known for its numerous museums.
3. This summer was very interesting! I didn’t went to the sia or the border, but I met many interesting people.
4. In the beginning of summer my parents flew to Egipt. There is very nice, but hot. Very warm sea. The restaurants are very tasty food.

---

**Task for assessing reading** (more tasks are presented in Appendix 15)

Read the article and mark the statements as true (T), false (F) or not stated (N/S)

**IN THE CLASSROOM**

*Grammar mia*

**Chris Payne** presents the Inert Knowledge Problem and sets about solving it.

Picture this classroom scene: the students are learning a grammar structure and are using it correctly during class exercises, but then they seem to forget how to produce it in a more communicative part of the same lesson. Later, in real-time communication outside the classroom, they struggle to put into practice the grammar that they have been taught.

Way back in 1929, the English mathematician and philosopher Alfred North Whitehead described this phenomenon as the Inert Knowledge Problem (IKP). The knowledge of grammar that is gained in our language classrooms remains inactive or inert when it is required in a non-institutional setting. The IKP is undoubtedly a source of great frustration for learners, who see, all too frequently, that they cannot do anything meaningful with what they are studying. Of course, it can also be frustrating for teachers, who don’t want to feel powerless to help their students. But is the IKP an absolute problem? Before I attempt to answer the question, another question springs to mind: Should we be teaching grammar at all?
The teaching of grammar

Some researchers and teachers, such as the proponents of the Natural Approach and a strong interpretation of Task-Based Learning, argue that explicit form-focused instruction is not necessary for successful language acquisition. They suggest that if learners are exposed to sufficient comprehensible input, as they are when they acquire their L1, they will learn the language and its grammatical rules on their own. This claim is based on the premise that second language acquisition is exactly like the first language acquisition.

Few of us would dispute the idea that some learners can acquire a second language without an explicit focus on form, but the theory that all students of a second language will achieve acquisition in this way is hard to substantiate. Merely providing our L2 learners with abundant comprehensible input is not suited to all students, many of whom want or need to study grammatical rules. Students value the generative capacity of rules, which enable them to create and understand new language. Maybe knowing grammar rules gives students a feeling of security, even though the number of exceptions to rules might mean it is a false sense of security.

Contrastive analysis can also help learners comprehend the differences between the target language and their L1. Research suggests that when students do not receive grammatical instruction, they may not acquire an ability to use grammar accurately. Often cited is the experience of those learners who have lived in a target language environment for a considerable length of time and yet have failed to acquire an adequate grounding in grammar.

Some degree of grammar instruction is necessary if we want our learners to possess effective communication skills – and essential if accuracy is the aim of our learners, which often is.

Overcoming the IKP

Let us now return to the question of whether we can solve the Inert Knowledge Problem. It would be overly optimistic to believe that there is an easy solution to a problem that has persisted for such a long time, and expecting students simultaneously to use language both grammatically and communicatively is a difficult goal to achieve. With this in mind, a more achievable objective is to mitigate the IKP – by reflecting on and reacting to how we teach grammar.

Perhaps some teachers are unintentionally perpetuating the IKP because of the way in which they teach grammar. Grammar is often taught as declarative knowledge (knowing rules about the language) rather than procedural knowledge (knowing how to use the language for meaningful communication). If we perceive grammar and communication to be completely different things, then we will teach them differently, thus placing the onus on our students to integrate the two. If they can’t integrate them, they will know about grammar but they will be unable to put their knowledge to effective practical use in communication.

Noticing grammar

One way of focusing on grammar in a communicative approach is to draw our students’ attention subliminally to correct forms while they are engaged in reading a text for meaning. To do this, we can highlight grammatical structures so that students notice them. For example, if we want to focus on instances of the present perfect in a text, we could colour all uses of the present perfect to make them more noticeable. Alternatively, we could underline and/or italicise words, or use bold and different fonts.

We can also emphasise grammatical morphemes that are difficult to notice in speech, such as the ‘s’ at the end of verbs and nouns, although care should be taken to ensure our pronunciation doesn’t become unnatural. Increasing the frequency of a particular structure to which students are exposed can also
promote noticing, which in turn can lead to ‘priming’. Priming is the processing of recently encountered language that is activated, resulting in the learners’ tendency to produce a salient structure.

Naturally, the effectiveness of these proposals depends on student noticing the enhanced input. However, like Merrill Swain, who formulated the Comprehensible Input Hypothesis, I believe that students need to do more than notice grammar in order to acquire it. They also need to produce language, which forces them to pay attention to structures in language use.

ETP (87), 2013 P.8-10

Now mark the statements as true (T), false (F) or not stated (N/S)

1. Students who have enough grammar practice in the classroom are always successful in real life communication
2. IKP (inert knowledge problem) means that what is studied in the classroom is irrelevant to real life.
3. IKP may be frustrating for learners because they realise that grammar cannot be mastered.
4. According to the author, there are some approaches to FL teaching which state that target language grammar is rather acquired than learned purposefully.
5. Some students are more successful in learning grammar than others.
6. When grammar rules are taught students learn faster.
7. The IKP demonstrates that it is approaches to grammar teaching that should be changed rather than content.
8. Grammar teaching should be based on developing declarative knowledge about the target language.
9. Students learn more effectively if they are exposed to correct patterns through reading and other skills.
10. Not all students notice good examples of language us when reading/listening, etc. unless shown directly.

Key: 1F, 2F, 3F, 4T, 5N/S, 6N/S, 7T, 8F, 9T, 10N/S
Tasks for assessing speaking

Monologue based on verbal and visual (optional) input

An elderly distant relative has left you a small legacy. In his will, he stated that you can take any 2 objects from the range below. You are not expected to have them valued professionally before you make your choices. Which 2 objects would you choose? Why?

- an iPad (hardly ever used)
- a collection of 10 books by various British and American authors (published in 1950s)
- a piece of jewellery
- a designer hand-made teddy bear
- a clock
Tasks for assessing listening

_Listening for gist_

**Task 1**

**Listen to 6 teachers talking about the issues they deal with regularly. Match the speaker to the issue:**

A. big classes  
B. lack of resources  
C. lack of learner motivation  
D. too big workload  
E. poor student performance  
F. bad discipline  
G. no access to multimedia

**Task 2**

**Listen to 6 teachers talking about various groups of learners they teach. Match the learners to the teachers:**

A. very young learners  
B. primary school children aged 8-10  
C. teenagers in a state school  
D. teenagers in a private language school  
E. a group of medical students  
F. business people  
G. a group of 60+ people (evening classes)

_Listening for specific information_

**Listen to an English teacher talking about the coursebook she uses with her students. Fill in the gaps in the factsheet below:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Coursebook title</td>
<td>________________________________</td>
</tr>
<tr>
<td>2. Publisher</td>
<td>____________________________________________</td>
</tr>
<tr>
<td>3. Target age group</td>
<td>________________________________</td>
</tr>
<tr>
<td>4. Level</td>
<td>________________________________</td>
</tr>
<tr>
<td>5. What type of school does the teacher work at?</td>
<td>________________________________</td>
</tr>
<tr>
<td>6. Why did she choose the coursebook initially?</td>
<td>____________________________________________</td>
</tr>
<tr>
<td>7. How long has the teacher used the coursebook?</td>
<td>________________________________</td>
</tr>
</tbody>
</table>
| 8. She uses it as | □ a main coursebook  
  □ supplementary materials |
| 9. According to the teacher, the coursebook is very good for | ________________________________ |
| 10. According to the teacher, the coursebook’s main disadvantage is | ________________________________ |
| 11. Does the teacher recommend the coursebook to her colleagues? | □ yes □ no |
Tasks for assessing writing

**Paragraph based on a statement (question)**
#1 Write a paragraph (150 words) describing resources you’d like to have to teach English in primary school. Explain your choices.

#2 Write a paragraph about the role of multimedia (gadgets) in teaching and learning English.

**Paragraph based on a situation**
You won a grant of 50000 roubles to buy resources for your learners (secondary school. 13-14 year olds). Describe what you’d buy and why.

**Essay (250 words)**
#1 Gadgets make books irrelevant. Discuss.

#2 Describe an ideal English classroom for young learners.

#3 Think of opportunities and resources language learners have these days. Which ones, do you think, are most beneficial? Discuss.