



Conference Programme

9th ELTA Conference
 Teaching-Learning-Assessing: Strengthening the Links
 Faculty of Philosophy, Novi Sad
 April 8-9 2011

time	activity	speakers	topic	SIG	hall	min
15:15-16:00	Session I	1.1 Jim Scrivener	The situational presentation: Reviving a "lost" technique		Amfiteatar	45
		1.2 a Emilija Petrova Gjorgjeva, Snežana Kirova	Ethics as a precondition for assessment and professionalism in teaching	TEA	Data Status Room	20
		1.2 b Snežana Stavreva Veselinovska, Snežana Kirova	Macedonian students' perceptions of environmental contents in their English language classes	LMC	Data Status Room	20
		1.3 Shpresa Delija	ELP (European Language Portfolio) for university students and its use in the language class	TEA	1	45
		1.4 a Staci Defibaugh	A Discourse Analysis Approach to Grammar Instruction		2	20
		1.4 b Ogerta Koruti Stroka	English prepositions are still a hot issue	TD, YL	2	20
		1.5 a Milica Prvulović	Writing as a tool for strengthening the links	M, W	Pearson Longman Room	20
		1.5 b Jelena Matić Ivana Čorbić	Assessing Writing at the University Entrance Exam Level	TEA, W	Pearson Longman Room	20
		1.6 Simon Parker	Life and language in modern Britain - SOL commercial presentation	comm	SOL Room	45
16:00-16:30	Coffee Break					30

time	activity	speakers	topic	SIG	hall	min
17:15- 18:00	Session III	3.1 Tony Green	Assessing reading comprehension	TEA	Amfiteatar	45
		3.2 Snežana Filipović	Get that positive washback!	TEA	Data Status Room	45
		3.3 Steliana Dulkova	RYE techniques for effective classroom management and encouraging students' creativity	TD, YL, M	1	45
		3.4 a Vesna Anđelić Nikolendžić	Language Competence Assessment in Mixed Level ESP Classes	TEA, ESP	2	20
		3.4 b Mirna Vidaković	Exploiting Advertisements with ESP Students	M, ESP	2	20
		3.5 a Dragana Kuzmanovska, Biljana Petkovska, Tatjana Ulanska	External assessment in educational institutions in Macedonia	TEA	Pearson Logman Room	20
		3.5 b Snežana Kirova Emilija Petrova Gjojjeva	Teacher - assessor and creator of a positive climate in the classroom	TEA	Pearson Logman Room	20
		3.6 Brankica Bojović	The role of phraseological expressions in the English language	TEA, ELTM, R	SOL Room	20

19:30-...	Ribarsko ostrvo	Dinner & Raffle Party
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tant tests. But do tests really drive and control what teachers teach? Can we improve English language teaching and learning by changing the tests we use?

As one aspect of the social consequences of testing, the 'washback effect' (the effect of a test on teaching and learning) has been a focus of a good deal of recent research interest in language education. In this paper I discuss the variables that have been investigated in this line of research and I will suggest a model for thinking about washback issues for both research and practical purposes.

The recent research has been providing insights into the links between tests, teaching and learning. It has raised questions about how far it is possible to influence educational systems by changing assessments and tests. It has also questioned the value of intensively preparing a 664 students to take tests. A consistent theme has been the need to improve the understanding of assessment, or 'assessment literacy' of teachers so that they are able to make better informed choices about how they integrate testing and assessment into their practice.

15:15-16:00 session I 1.1

TIME: 45 minutes (workshop)

HALL: Amfiteatar

PRESENTER: Jim Scrivener

The situational presentation: Reviving a "lost" technique

When I first trained as a teacher, the key technique for teaching grammar and vocabulary was the situational presentation. But over subsequent years this technique rapidly fell from favour, derided as part of the general criticism of a Presentation – Practice approach.

But – I admit to being quite shocked on checking with recently-trained teachers and finding out that the vast majority nowadays have little idea of what a sitpres is or how to do it effectively. In this workshop I will demonstrate the technique and consider its usefulness for contemporary teachers.

15:15-16:00 session I 1.2 a

TIME: 20 minutes (talk, TEA)

HALL: Data Status Room

PRESENTER: Emilija Petrova Gjorgjeva, Faculty of Pedagogy, Štip, Macedonia
Snežana Kirova, Faculty of Philology, Štip, Macedonia

Ethics as a precondition for assessment and professionalism in teaching

If analyzed together, ethics and teaching seem naturally compatible and unavoidably connected. Most of us remember teachers from our schooling days – some for being someone to look up to and some for representing examples of what a teacher should not be. Both mentioned categories probably left impressions that we carry with us all our lives.

However, the moral dimensions of teaching and the ethical nature of a teacher's profession often seem to be taken for granted by both scholars and practitioners. Through time, teachers have always been considered highly moral members in any community and moral role models for children. This paper tries to view the significance of ethics for appropriate assessment of students as well as its importance in forming highly professional teachers.

15:15-16:00 session I 1.2 b

TIME: 20 minutes (talk, LMC)

HALL: Data Status Room

PRESENTER: Snežana Stavreva Veselinovska, Faculty of Pedagogy, Štip, Macedonia
Snežana Kirova, Faculty of Philology, Štip, Macedonia

Macedonian students' perceptions of environmental contents in their English language classes

Environmental education emerged in the 1970s in recognition of the rapidly escalating deterioration of the environment. It is now a part of education around the world, as human damage to the environment has become a major international issue. In the Macedonian education system, from the primary to secondary levels, students are introduced to environmental issues through a range of core subjects. The purpose of this study is to investigate students' perception of environment topics in the English language syllabus. It seeks to find out whether students' gender and proficiency levels have any effects on their perceptions of the environmental topics. In addition, the study aims to find out if students feel that these topics help in the improvement of their language skills. The sample for this study comprised 100 students from a Macedonian secondary school. A two-part questionnaire is designed as instrument.

To analyze the data ANOVA method was used. A structured interview was used to substantiate the quantitative data.

15:15-16:00 session I 1.3

TIME: 45 minutes (workshop, TEA)

HALL: 1

PRESENTER: Shpresa Delija, Assistant Professor, Foreign Language Faculty, Tirana, Albania

ELP (European Language Portfolio) for university students and its use in the language class

The topic emphasizes the need and the necessity of a language policy in the whole Albanian education system related to the languages in Europe. It is however, part of a large project focused on the Common European Framework of References for Languages, Learning, Teaching and Assessment. It also reinforces the organization of language learning and teaching relevant to the principles of the Council of Europe. The Framework proposes explicit referential levels for identifying the levels of language competence, and thus provides the basis for differentiated management of courses so that students are given opportunities to learn more than one language in schools and life.

15:15-16:00 session I 1.4 a

TIME: 20 minutes (talk, M)

HALL: 2

PRESENTER: Staci Defibaugh, "Lucian Blaga" University of Sibiu, Romania

A Discourse Analysis Approach to Grammar Instruction

Discourse Analysis, a systematic approach of studying language in use, is a tool used in linguistics but is often absent in the second language classroom. Students often claim that

17:15-18:00 session III 3.4 a

TIME: 20 minutes (talk, TEA, ESP)

HALL: 2

PRESENTER: Vesna Andelić Nikolendžić, Academy of Criminalistic and Police Studies, Belgrade, Serbia

Language Competence Assessment in Mixed Level ESP Classes

The presentation focuses on the issues concerning teaching English as a foreign language in an academic setting, at the so-called non-philological colleges and other institutions of tertiary education. Most university teachers of English in Serbia face the same unfavourable situation: they often have to work in large groups consisting individuals whose initial level of linguistic competence in English varies significantly. Even when students are divided in smaller groups, this is done on the bases of other criteria and language teachers seldom have an opportunity to influence the classification of students in such a way as to achieve organizing comparatively homogenous groups.

17:15-18:00 session III 3.4 b

TIME: 20 minutes (talk, M, ESP)

HALL: 2

PRESENTER: Mirna Vidaković, Faculty of Economics, Subotica, Serbia

Exploiting Advertisements with ESP Students

This paper deals with advertisements and the way they can be used as a teaching material in ESP classes. Advertisements in general offer a wide range of possibilities of getting acquainted with both the language and the way it works as well as the culture and values of a certain society. Following a brief theoretical introduction, I will offer some practical ideas for exploiting advertisements in classes.

17:15-18:00 session III 3.5 a

TIME: 20 minutes (talk, TEA)

HALL: Pearson Longman Room

PRESENTER: Dragana Kuzmanovska, Faculty of Philology
Biljana Petkovska, Faculty of Philology
Tatjana Ulanska, Faculty of Philology

External assessment in educational institutions in Macedonia

The definition of quality education is a very complex issue. One commonly used definition is that quality education is one that meets the educational (developmental) needs of its users, or education that is tailored to the users. It is difficult to measure because there are many factors affecting it. Therefore it cannot be defined uniquely and as independent from the educational environment. The results themselves are not a sufficient indicator of the quality achieved. The assessment of the achieved level of quality in education should be based on comparing the achievements in a given situation to the previously set goals and standards.

As one of the manners of monitoring and evaluation of the work of schools is through external evaluation which aims to provide a high degree of objectivity, this paper presents a review of some of the ways of external assessment that are being applied in the educational institutions in the Republic of Macedonia.

17:15-18:00 session III 3.5 b

TIME: 20 minutes (talk, TEA)

HALL: Pearson Longman Room

PRESENTER: Snežana Kirova, Faculty of Philology, Štip, Macedonia
Emilija Petrova Gjorgjeva, Faculty of Pedagogy, Štip, Macedonia

Teacher - assessor and creator of a positive climate in the classroom

For teachers nowadays it is necessary even more than before to keep informed about assessment in general, its instruments and protocols. Unfortunately, there are very few materials about assessment intended specifically for teachers in the classroom. In this paper assessment is defined as a continuous process of gathering objective and subjective information about students, their level of performance or achievement.

Another point of consideration is how assessment affects the climate in the classroom and what could be done to create a positive learning environment. Some authors call for the creation of favourable, less anxiety-producing atmosphere that incites a positive attitude and offers motivation for learning. Having a relaxed atmosphere where learners are not embarrassed and are able to have fun creates a climate for successful learning. So the role of the teacher in creating a productive and positive environment for assessment is essential.

17:15-18:00 session III 3.6

TIME: 20 minutes (workshop, TEA, ELTM, R)

HALL: SOL Room

PRESENTER: Brankica Bojović, Faculty of Philosophy, Nikšić, Montenegro

The role of phraseological expressions in the English language

This paper will consider vocabulary and communication skills within phraseological expressions in English. It will be explored around a hundred so-called „legal phrasal“ verbs. Namely, those used in television crime reports, on the street, at the law firm, in the court and the press. The most effective way to teach ESL students is through the use of a communicative approach. The communicative approach has been used in the everyday verbal phrases used almost exclusively in spoken language. These communicative exercises break the routine of classroom drills. Within the classroom conversation, ESL students have not only been exposed to new phrases, but also to new sentence patterns.

EXTERNAL ASSESSMENT IN EDUCATIONAL INSTITUTIONS IN MACEDONIA

Dragana Kuzmanovska MA, Biljana Petkovska, Tatjana Ulanska MA

Abstract: The definition of quality education is a very complex issue. One commonly used definition is that quality education is the one that meets the educational (developmental) needs of its users, or education that is tailored to the users. It is difficult to measure because there are many factors affecting it. Therefore it cannot be defined uniquely and as independent from the educational environment. The results themselves are not a sufficient indicator of the quality achieved. The assessment of the achieved level of quality in education should be based on comparing the achievements in a given situation to the previously set goals and standards.

As one of the manners of monitoring and evaluation of the work of schools is through external evaluation which aims to provide a high degree of objectivity, this paper presents a review of some of the ways of external assessment that are being applied in the educational institutions in the Republic of Macedonia.

Key words: quality education, external assessment, professional competence, objectivity.

Introduction

The changes in the educational process are mostly represented by the organization of the learning technology and the assessment of the students. One of the most important questions for the assessment of students in education is related to the efficiency of education or its rationality and economy, to what effects are reached and how much they are appropriate to the given efforts, goals and time.

Every human activity finishes with perception and analysis of the results. In the teaching process, as an activity with particular purpose and tasks, there also appears a confirmation of the results of teachers' and students' joint work, especially for the confirmation of the quantity and quality of the students' knowledge, their relation to work and improvement in a given period of time.

In the last few years in our country we have been speaking more loudly about changes in education. Even though there is agreement about the need for changes in education, at present we can hear opposite attitudes about what should be changed and in which direction, how the changes should be made, the dynamics of realization of those changes, priorities, etc. Urgings for changes especially for those of innovative nature do not originate only from the negative evaluation of the present situation, but also from the fact that it is necessary to have developmental educational directions in agreement with the changes in society and the newest scientific research for better education.

Our country, is trying to promote the current system of school assessment in order to improve teaching and learning and to contribute to the optimal progress of each student. It is common knowledge that for years back the students have been studying just to get higher grades and not to gain the necessary knowledge; being totally wrong, this inspires us to analyse the whole educational process and try to detect the problems which lead to this. It is obvious that students learn only for grades which they need to enrol secondary school, to get what they want from their parents, or to show their status. No one studies for knowledge itself anymore

which will help him/her in future life. After receiving this kind of results from the research made in several primary and secondary schools, the need for different assessment and for finding the causes of inappropriate assessment are growing every day.

That is why the Government of the Republic of Macedonia or, more specifically, the Ministry of Education and Science made changes in the Law of Secondary School Education and provided an internal and external assessment for students called State Graduation Exam taken in two subjects: Macedonian language as compulsory and a choice between English, French and German language and Mathematics (basic and advanced level).

External Assessment in Secondary Schools

Since 2008 the monitoring and checking of the progress and achieving of the students' success in the Republic of Macedonia is done by internal and external assessment. According to the Law of Secondary School Education the student is obliged to be checked and assessed for his/her school improvement.

Internal grading of the students' success is continuously done by their teachers according to standards determined by the Minister of Education and Science proposed by the Department of the Educational Development and Centre of Vocational Education and Training.

External assessment is done at the end of the school year, except for the IV year students whose external assessment is done after the end of the first half of the school year till February. External assessment is done by a school commission consisting of: the principal, expert associate and three teachers from the school. The way of forming and working of the school commission, the privacy of the material for external assessment, the way and the procedure of the tests by the school commission, form and the content of the report- all these are prescribed by the Minister of Education and Science and proposed by the State Examination Centre. External assessment of the students' results is done by means of tests prepared by the State Examination Centre proposed by the Department of the educational development and Centre of Vocational education and training.

The state graduation exam, school graduation exam, final exam and the project task are included in the external assessment.

State Graduation Exam

State graduation exam is designed for students of secondary and four years' vocational education. Besides being part of a completed secondary education it also aims to serve for selecting candidates for entry into higher education. State graduation exam is taken by special test programs that are based on the objectives of the curriculum for the relevant subjects included in the list for state graduation.

State graduation includes: a compulsory part, an optional part and projects.

The compulsory part consists of two subjects: Macedonian language as obligatory and a choice between foreign languages taught in secondary education and Mathematics (basic and advanced level). This part of the State graduation takes place in June after finishing with the other two parts that are internal and are done in the school from where the students come. Students are assessed by teachers who have applied for evaluation of the students and they receive results a month after taking the exams.

The optional part is the students' choice between two subjects that are relevant for their further education. It is done in the school where the students study and starts after the external exams are finished.

The project task is an integral part of the state graduation, school graduation and the final exam. A project task is a study of a problem that the student selects from one of the subjects or areas they are interested in. A project task as a part of the final exam serves to check the practical ability of students by performing the main points of the subject they deal with. The project task should be finished by the end of March.

Each subject has a syllabus by which students should prepare the exams. It explains which parts will be evaluated and what students should pay attention to in order to get a better grade.

School graduation exam

School graduation is designed for students of secondary education who are not planning to continue their further education. The purpose of this examination is to obtain a certificate for completed secondary education. School graduation is taken according to specific test programs that are based on the objectives of the syllabus for the relevant subjects that are included in the list of school matriculation.

Final Exam

This exam is intended for students from four years' secondary vocational education that will take the state exam. The purpose of this examination is to obtain a certificate of completion of a four-year secondary vocational education. The final exam is taken by special test programs that are based on the objectives of the syllabus for the respective subjects. It includes: a compulsory part (Macedonian language), an optional part (vocational subject) and project task.

Criteria for evaluation of the teachers' duties

In order to improve the educational system the Ministry of Education also made criteria for the evaluation of the teachers' duties which they must fulfil in order to assess the students. The teachers are evaluated in several parts: teaching (planning and preparation of the classes, realization of the classes, keeping pedagogical records and documentation, preparation of the syllabus and didactical equipment, planning and realization of extra classes, evaluation of students, implementation of internal tests, planning and organization of meetings with the parents), other educational duties (obtaining certificates from seminars, courses and symposiums for the previous three years, authors or co-authors of books, professional literature and other articles in journals, participation in projects as external collaborator from the Ministry of Education and Science or Institutions connected with the education, rewards from competitions, contests during the previous three years, participation and realization of projects with the students, planning, organization and realization of extra-curricular and free activities, participation in furnishing cabinets, gyms, arranging playgrounds, and etc.) and taking discipline measures. Teachers are evaluated with different points according to their effort made in all these areas of the teaching process.

Conclusion

This external assessment which, as mentioned above, started officially in 2008 with one pilot exam in 2007 is in its fourth year of assessing students. As the secondary education became compulsory, with the state graduation the students can enrol a university or a faculty of their choice. This enrolling depends on the subjects they choose to take in the State graduation (if they do not have the appropriate subject for the faculty they have chosen, they lose points). The results have shown that until now students have paid more attention to the other subjects than to the only compulsory one, i.e. Macedonian language and literature, which obliged the

schools and students to pay more attention to their native language. The Ministry of Education and Science and the whole nation believes that with this kind of teachers' evaluation and graduation exams a higher degree of assessment objectivity will be provided.

Summary: This paper deals with the external assessment that is being applied in the educational institutions in the Republic of Macedonia, paying special attention to the external assessment at the end of secondary education. This type of evaluation aims to provide a higher degree of objectivity in terms of work and achievements of the school and all the subjects taking part in it (students, teachers, executives, professional services, etc.).

Quality education is difficult to measure because there are many factors affecting it. Therefore it cannot be defined uniquely and as independent from educational environment. The results themselves are not a sufficient indicator of the quality achieved. The assessment of the achieved level of quality in education should be based on comparing the achievements in a given situation to the previously set goals and standards.

External testing is public, and therefore the results of it should be public and available to all participants (students, teachers, parents, government bodies responsible for education, universities, etc.). The method of assessment logically determines the manner and content of learning to a much larger extent than we are aware of at first glance. Considering the importance of evaluation and the impact assessments has on progress in the educational system, it is not surprising that students 'minds' are adjusting to what teachers evaluate. They usually do not learn what is not required when assessing.

It happens that countries in which objective tests have scarcely been used introduce them into their systems of assessment. Sometimes they give these an excessively important role. So the question is still pending: How do we make a balanced and objective system for evaluating students which will contribute to quality learning, useful not only for assessment but for life?

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