



European Commission

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# **The first Language Assessment course in Kazan University (Russia): Learning Outcomes**

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Modernising higher education



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# OUTLINE

1. Tempus PROSET
2. LA course at Kazan Federal University
3. Impact of LA course in ME context



# I. TEMPUS PROSET

Project Title: **P**romoting **S**ustainable  
**E**xcellence in **T**esting and  
**A**ssessment of English

Project Acronym: **PROSET**

Project website: <http://proset-tempus.net/>



# CONSORTIUM

1. University of Bedfordshire (UB) – the co-ordinator
2. Southampton Solent University (SU)
3. Technische Universitaet Dresden (TUD)
4. University of South Bohemia (USB)
5. Ministry of Education and Science of the Russian Federation (MinObr)
6. Mordovian State University (MRSU)
7. Karelian State Pedagogical Academy (KSPA)
8. Nizhny Novgorod Linguistics University (LUNN)
9. Southern Federal University (SFedU)
10. Kazan (Volga Region) Federal University (KFU)
11. Chelyabinsk State Pedagogical University (CSPU)
12. Immanuel Kant Baltic Federal University (IKBFU)
13. Far Eastern Federal University (FEFU)
14. Samara State University (SSU)
15. Surgut State University of Khanty-Mansyisk Autonomous Okrug-Ugra (SurU)
16. Ulyanovsk State University (USU)
17. National Association of Teachers of English (NATE)
18. Cambridge University Press Representative Office in Moscow (CUP)





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Promoting Sustainable  
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# KAZAN FEDERAL UNIVERSITY

The **main centre** of higher education for the Volga region

19 institutes

over 47,000 students

300 degree programs





# Project Challenges

1. **The lack of any testing and assessment component in TTing in the RF**
2. **The lack of know-how among TTs**
3. **The lack of experience among secondary school teachers**
4. **The lack of awareness of principles underlying the design and development of the National English language Test (EGE).**
5. **Equipment and resource shortages**
6. **The lack of coordination among Universities**

# **Specific Project Objectives**

**to develop and introduce new curricula in the testing and assessment of English;**

**to develop sustainable EU-Russia inter-university co-operation on testing and assessment of English.**





## **II. LA course at Kazan Federal University**

- **27 undergraduate students majoring in English and Education (year 1), 42 bachelors, 7 MA ss (year 2), 15 MA ss (year 2, Kazakhstan)**
- **English Proficiency: B1 – C1**
- **University education is Russian-medium**
- **The Course was delivered in English**
- **8<sup>th</sup> semester**
- **Alongside with courses in Theoretical Linguistics**



## The LA Course:

- Module 1 – 36 h.
- Module 2 – 36 h.

<i>Activity</i>	<i>Time</i>
<b>Background reading</b>	<b>1 hours</b>
<b>Lecture</b>	<b>2 hours</b>
<b>Workshop/seminar</b>	<b>2 hours</b>
<b>Extension reading</b>	<b>? hours</b>
<b>Project</b>	<b>?hours</b>
<b>TOTAL</b>	<b>? hours</b>

# **Complicating Factors:**

- 1. Lack of reading materials**
- 2. No/next to no skills on pre-course reading**



# Challenges:

## 1. the idea of standardizing

*a. to make things of the same type all have the same basic features* (CAD, AD of RL edit.by Evgenyeva)

*b. to destroy individuality and originality in someone/sth* (AD of RL edit.by Evgenyeva)

## 2. Very little or no experience in taking different types of tests (IELTS, TOEFL, Cambridge ESOL ↔ EGE )



### **III. Impact of LA course in ME context: the case of Kazan Federal University**



**The institutional context** is related to the specific **University or school.**

**the micro-educational context** extends to a county, city etc., as opposed to

**the macro-educational context** in which the unit of education is a country.





# **The impact of the Course included:**

- **feelings immediately after training,**
- **changes in beliefs,**
- **knowledge and skills,**
- **application of new ideas over time** (to be studied)
- **effect on the organization** (being studied).

# Evaluation by Students

**What was new in the course you attended?**

- ✓ *The subject itself was new and useful for my future career of teacher.*
- ✓ *We could view the inside of the process of marking examination papers and how it really works.*

# Evaluation by Students

**Were the classes difficult or easy? New or traditional?**

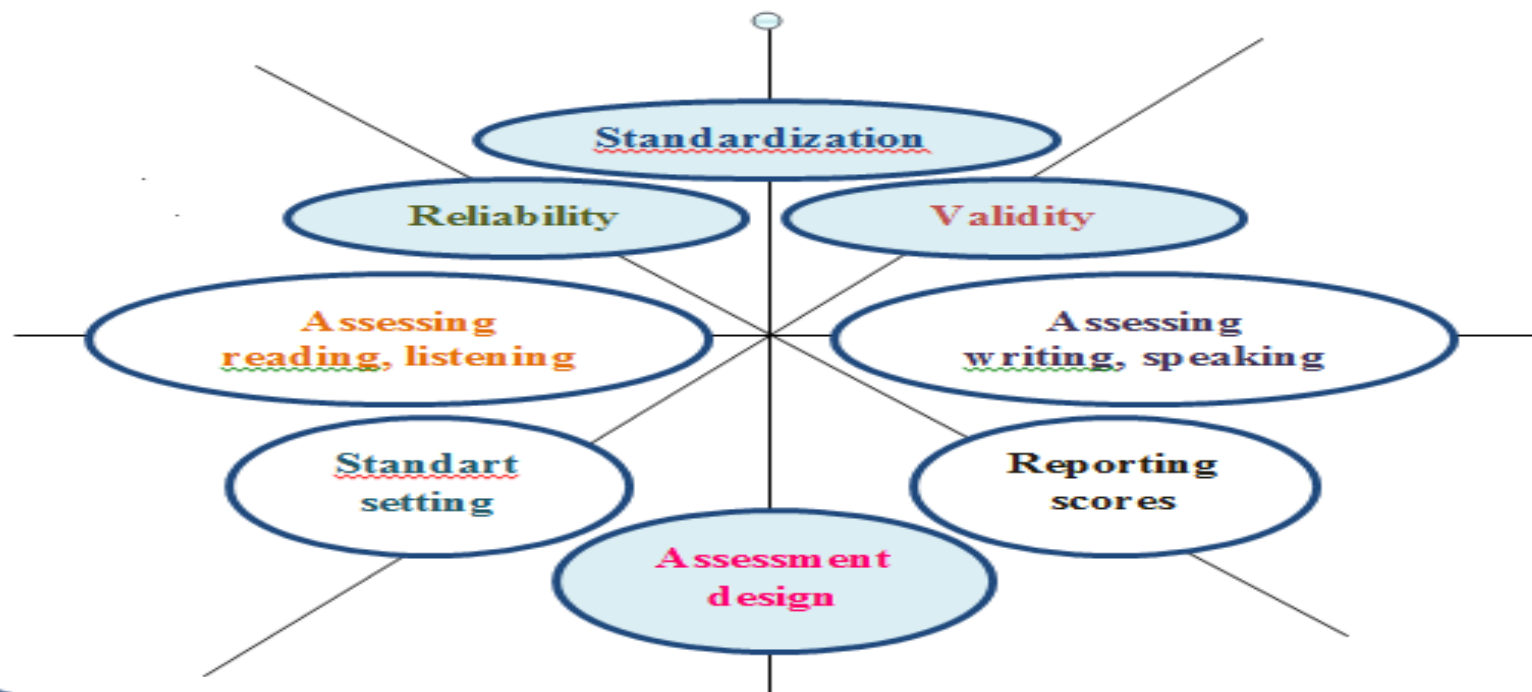
*- Easy in terms of the language but difficult in terms of the new terms we had to study.*

# Changes in Beliefs

1. *“Tests are to be standardized”*
2. *“Test development should be taught”*
3. *“Tests are to be pragmatic”*
4. *“ Tests are to be valid”*

# Concept Maps

*Knowledge before the course*



-Heard, recognized but do not know



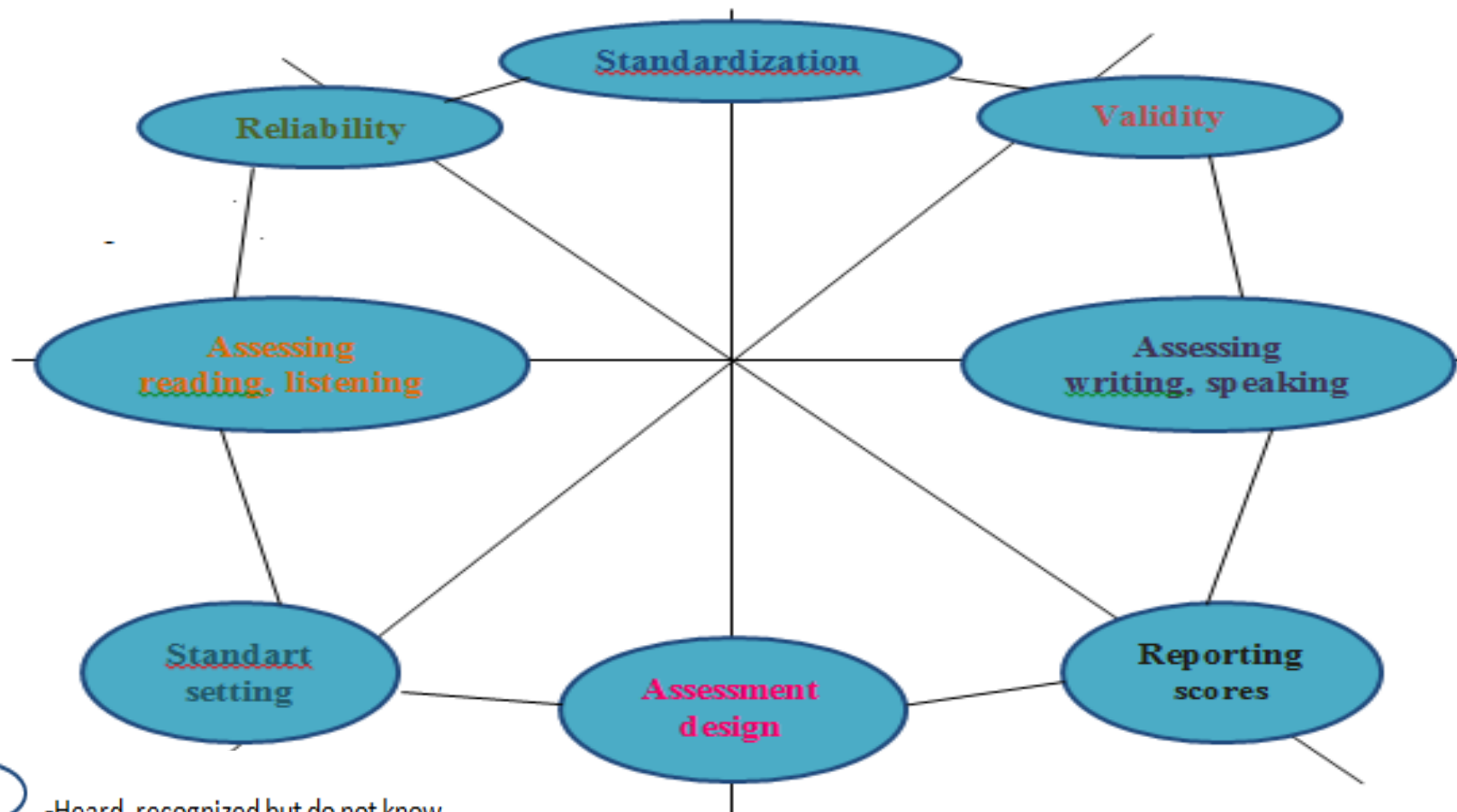
-Know what it is



-Can discuss and argue



## Knowledge after the course



-Heard, recognized but do not know



-Know what it is



-Can discuss and argue





# Effect on the Organization

**News spread →**

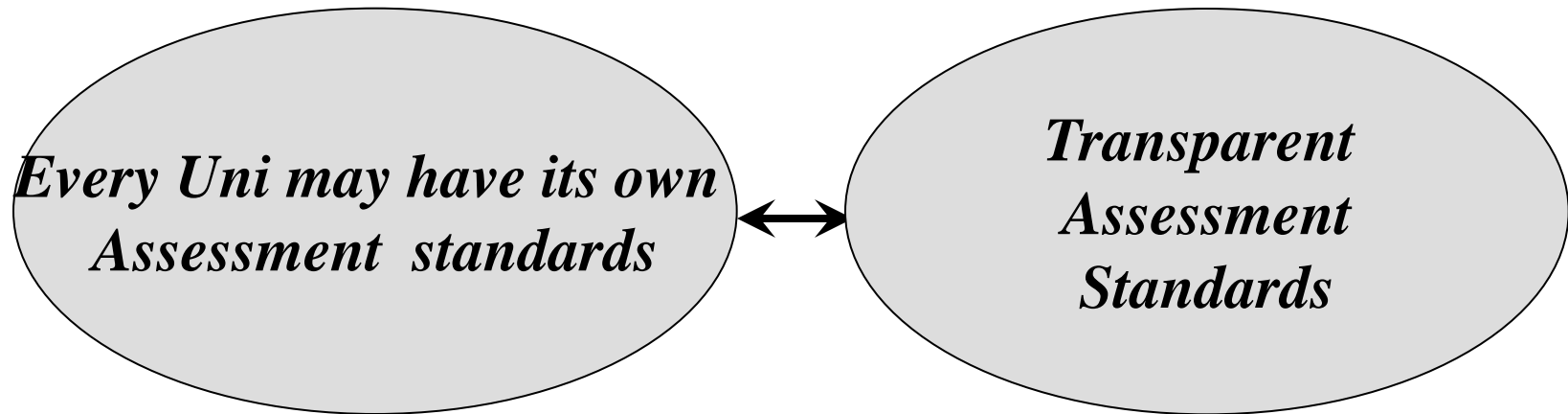
**More students signed up for the course →**

**Course compulsory**

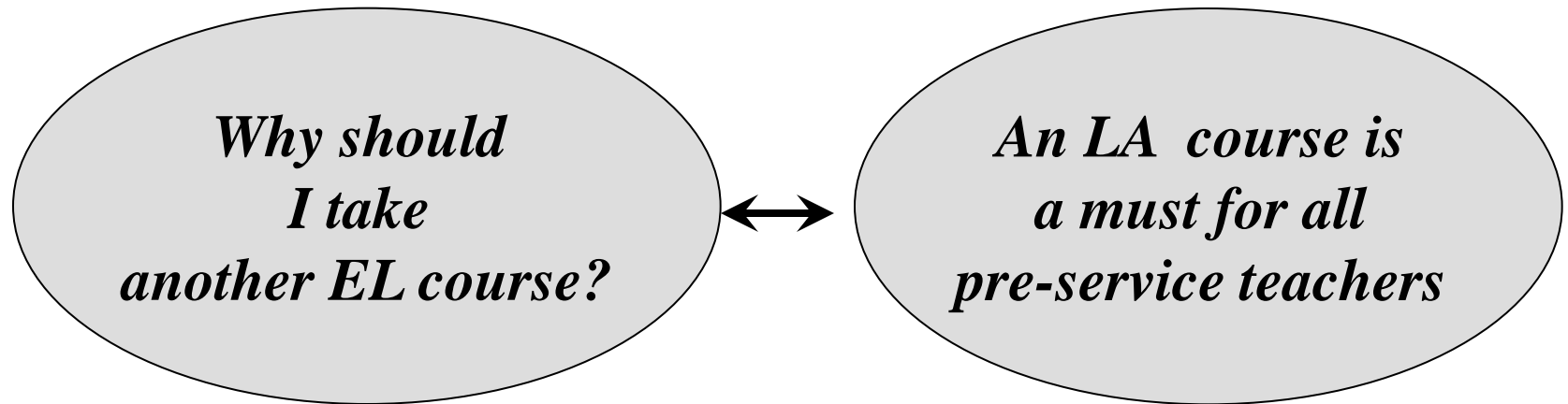
# **The Areas the Course Had Most Impact On:**

- attitudes to professional development,**
- beliefs about learning & teaching,**
- classroom management skills,**
- research skills,**
- knowledge of ELT theory,**
- planning skills,**
- sensitivity to learners.**

# **BELIEFS ON CHANGES IN MICRO-EDUCATIONAL PARADIGM**



# **BELIEFS ON CHANGES NECESSARY IN THE INSTITUTIONAL PARADIGM**



## **OUTCOMES:**

- ✓ **Changes in the curriculum**
- ✓ **Constructive criticism of EGE**
- ✓ **Dissemination of LA principles**



# OUTCOMES:

## ✓ Changes in KFU curriculum:

*an LA course is to be introduced since 09.2014 as a compulsory for all bachelors doing a degree in languages at KFU*





## OUTCOMES:

✓ **Constructive criticism of EGE (National Unified Exam for school leavers) and RFL**

**Master Dissertation (A.Kiselnikov)**

***“Comparative Study of Reading tests texts (B2):  
EGE, FCE, RFL”***



## Comparative Study of Reading tests texts (B2) : *EGE, FCE, RFL*

24 texts (12 R (RFL)+ 12 E (6EGE +6 FCE)).

### ***A. Flesch Reading Ease***

*(English) = 206.835 – (1.015 \* words) – (84.6 \* syllables)*

Prof. I.Oborneva (2006)  
parallel corpora of over 6 mln words  
Dictionaries (Ozegov, Muller).

**R syllables /word is 3.29**  
**E syllables /word is 2.97.**



*Flesch Reading Ease (Russian) =*

*206,836 - 1,52 \* sentence length - 65,14 \* syllables.*



B2 texts GL    Grade 4 - College graduate

EGE mean is 78,25 (Fairly easy) = grade 6

FCE mean is 71,06 (Fairly easy) = grade 6

RFL mean is 29,00 (Very difficult ) = College graduate



B. Number of nominations of historic and cultural referents

*hospitality tray, Llandudno, Victorian nannies, Lewis Carroll, Alice Liddell, £.*

*Vologda (vologodskiy language, vologzhane), Ivan Groznyy, Sofiyskiy Sobor, Batyushkov, Derzhavin, Zhukovskiy, Pushkin, Blok, Khlebnikov, Gorkiy.*



Russian B2 RT texts are rich in nominations of historic and cultural referents up to 6.8%

Mean

RFL – 2.8 %

EGE – 0,9%

FCE – 1,1%



## **FUTURE RESEARCH**

- **Investigation of KFU students' beliefs in their final year of studies, after having being exposed to more courses relevant to LA**
- **Combination of quantitative & qualitative measures to assess the impact of relevant courses**



# **OUTCOMES:**

**LA course at Tatar Language Department  
Tatar SOL Centre**

**Thanks for your attention**



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