

Jak hodnotit čtení - kdo, co a jak?
How to assess reading skills - who, what and how?

Oddělení CJV na Filozofické fakultě
CJV unit at FF
23.1.2023

Cíle workshopu / Workshop goals

- představit naše úkoly pro čtení
tasks

- propojení výuky s hodnocením

and assessment

- CEFR

- CEFR

- hodnotící kritéria

criteria

- výhody a dobré zkušenosti

practices

- nevýhody a rizika

threats

- to introduce our reading

- alignment of teaching

- assessment

- advantages and best

- disadvantages and

² - zapojit do sdílení a diskuze publikum - to initiate sharing / discussion

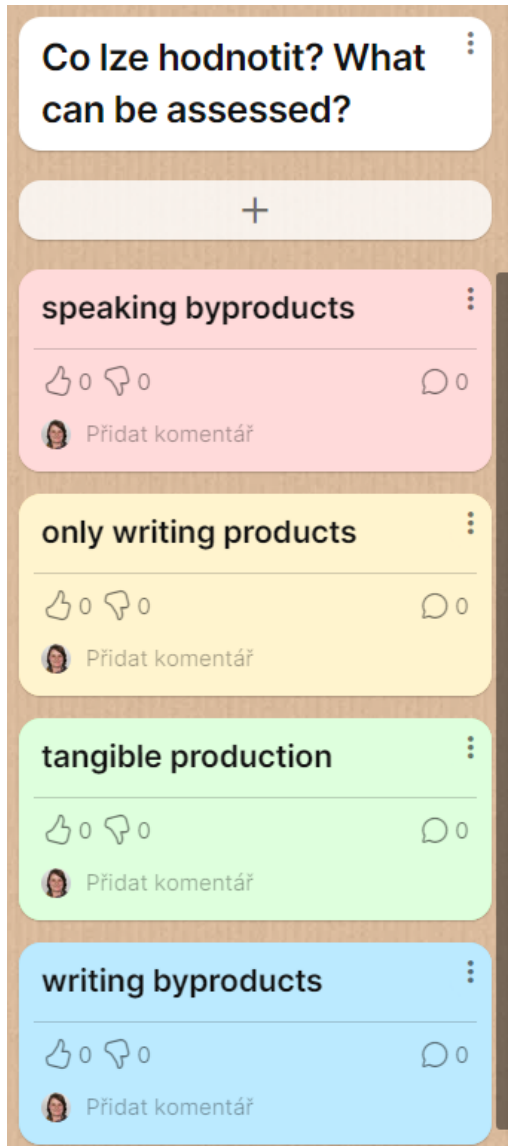
Čtení?

Co? How? Kdy?

Why? Kdo? Where?

Jak přistupovat ke čtení? / **How** to approach reading skills?

- students' reading skills = set of (critical) thinking skills
- (writing) **byproducts** are the only tangible production to assess
- development of students' subskills = **class activities + continuous assignments**
(e.g. *can students think about all the information they're "being fed", can students choose their own sources, can students identify arguments, can students work with sources in various languages, etc.*)
- final tasks = **integrated skills tasks**: essay = reading + mediation + writing;
presentation = reading + mediation + writing + speaking + listening + interaction



https://padlet.com/marta_skupka/reading

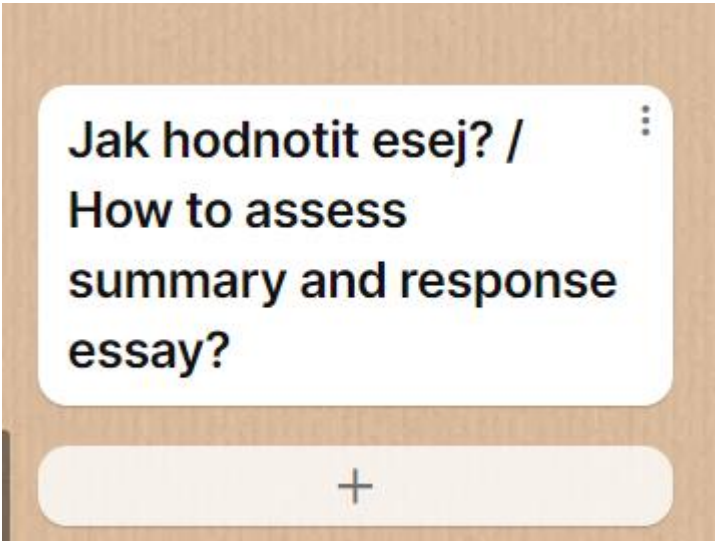


Co a jak hodnotit? / What and how to assess?

English for Academic Purposes (300 + 50 students) B2

produkt - písemný text - esej - **esej obsahující shrnutí a reakci** -
integrovaný úkol (čtení + mediace + psaní)

product - written text - essay - **summary and response essay** -
integrated task (reading + mediation + writing)



reading skills + mediation (+ writing) skills



- can
- can the main idea/argument
- can
- can

CEFR

- read **articles** with viewpoints
- convey arguments contained in **texts**...
....*my fields of interest*...
- evaluate arguments from **sources**
- develop other people's ideas

I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

B2

I can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within my fields of professional, academic and personal interest.

Overall

write clear, detailed formal and semi-official texts on a variety of subjects related to field of interest, presenting and relating information and arguments from a number of **sources**.
make a distinction between formal and

B2

informal language with occasional less appropriate expressions.

I can further develop other people's ideas and link them into coherent lines of thinking, considering different sides of an issue.

Kdo vybírá zdrojový text? / **Who** selects the source text?

Učitel / teacher: advantages/

Student / student: advantages/

disadvantages



disadvantages

https://padlet.com/marta_skupka/reading

Kdo vybírá zdrojový text? / Who selects the source text?

Učitel / teacher: výhody

- the text is B2 level
- the teacher knows the text → can check that the students really understand its topic and ideas, and can check possible plagiarism
- text je na úrovni B2
- lektor je s textem obeznámen → může zjistit, zda student text správně pochopil, a pohlídat případné plagiátorství

Student / student: výhody

- the text is relevant to the student's field of study / academic interest
- it involves a process of critical thinking and the skill of searching for the right (academic) source
- text se vztahuje ke studijnímu oboru či akademickému zájmu studenta
- výběr správného textu zahrnuje kritické myšlení a důležité dovednosti práce s akademickými zdroji

Kdo vybírá zdrojový text? / **Who** selects the source text?

Učitel / **teacher: nevýhody**

- the text is rather general, not exactly relevant to the student's study programme
- it does not involve the process of searching for the right source, which is quite a crucial skill at the university
- text se vztahuje všeobecně k humanitním oborům, ne specificky k oboru každého studenta
- student si nepochvíčuje důležité dovednosti hledání a práce se zdroji

Student / **student: nevýhody**

- sometimes difficult to find a relevant English source
- students often use sources not academic enough, that are not of at least B2 quality
- it is difficult to check plagiarism, or the student's understanding of the text
- studenti některých oborů mají problém najít relevantní text v angličtině, který s jejich oborem souvisí
- studenti používají nekvalitní texty nebo texty neodpovídající B2 úrovni
- lektor těžko zjistí, zda student textu rozumí, a zda se nedopustil plagiátorství

Jak čelit plagiátorství? / How do we handle plagiarism issues?

Ve výuce / Teaching

- students are informed that zero plagiarism is tolerated
- using reading tasks of texts with examples of citations - to see how it is usually done
- students might bring their potential sources, and learn to work with them - the students discuss each others' texts, their relevance, whether they meet the criteria
- students can also write an annotation of their source with short answers to the Qs: "What is the main claim of the text?" and "How does this text help me understand my topic?"
- studenti jsou informováni, že plagiátorství jakékoliv formy není povoleno
- práce se skutečným akademickým textem, obsahujícím příklady citací
- studenti přinesou své potenciální zdroje a učí se s nimi pracovat - diskutují nad svými zdroji a jejich obsahem, a zda tyto zdroje splňují kritéria
- studenti mohou napsat anotaci ke svému zdrojovému textu, kde odpoví na otázky: Jaké je hlavní tvrzení/myšlenka textu? Jak mi tento text pomáhá pochopit dané téma?

Jak čelit plagiátorství? / How do we handle plagiarism issues?

Při hodnocení / Assessment

- ideally, teachers should read each S's main source but that is usually not possible
- There are several plagiarism-detecting programs; the MUNI-approved one is at <https://odevzdej.cz/> (but this one might take days), URKUND in ELF..
- asking the students to turn in a first draft of each task and giving them feedback (too time-consuming?)
- how harshly should the teacher evaluate “milder” types of plagiarism (for example, the students write a bibliography of sources used, but it is not visible where in the text they used them..)?
- v ideálním případě by měl lektor pročíst zdrojové texty, které studenti použili, ale to většinou není možné
- používání programů k detekci plagiátorství, jako např: <https://odevzdej.cz/>, URKUND v ELFu, apod.
- studenti mohou nejprve odevzdat zkušební verzi úkolu, na kterou dostanou feedback (příliš časově náročné?)
- jak tvrdě postihovat “lehčí” formy plagiátorství (např. na konci eseje je bibliografie, ale v textu není jasné, kde přesně student tyto zdroje použil..)?

Jak připravovat studenty? / **How** to prepare students?

Aktivity ve výuce / teaching

- text structure and genre discussions
- sample texts analysis
- criteria discussion
- paraphrasing practice
- scaffolded writing tasks based on texts
-

Průběžné úkoly / continuous tasks

- summary practice
- peer review (argumentative text, drafts)
- preliminary bibliography
- **drafts**
-

Co a jak zahrnout do hodnocení? / **What and how to assess?**

- **Povinné** průběžné úkoly? / **Obligatory** continuous tasks?
- Vždy B2 kritéria? / **Always B2 criteria?**
- Které dílčí dovednosti hodnotit (např. porozumění detailu, výběr zdroje) / **Which subskills to assess (understanding details, selecting sources)**
- Jak hodnotit pracovní verze? / **How to assess drafts?**

Continuous tasks - example

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AGNIESZKA SUCHOMELOVÁ-POŁOMSKA, ANGLICKÝ JAZYK PRO AKADEMICKÉ ÚČELY II

Týden 1 - introductory session

Domů 🏠

MOJE APLIKACE

- Pošta
- Kalendář
- Garant
- Učitel
- Student
- Předměty
- Publikace
- Studium

There is no handout for week 1. The aim of the class is to get to know each other, discuss the requirements, interactive syllabus organization, deadlines and other things connected to the mode of teaching/learning throughout the course.

You can start working on Task 1, which is a substitute for a placement test and is compulsory.

Task 1: (5 points)

1. Přečtete si následující část brožury **Jazyk pro práci - rychlý průvodce**.
2. Vytvořte krátkou videonahrávku (2-3 minuty) v AJ, ve které se stručně představíte, shrnete myšlenku, která Vás v textu zaujala, a vyjádříte k ní vlastní názor nebo zkušenost s cizími jazyky.

Upload your recordings to https://is.muni.cz/auth/el/phil/podzim2022/CJVA2B/ode/asp_continuous_tasks/ folder in 'ASP Continuous Tasks' vault by the end of the following day after your first class (in week 19. - 23. 09).

What are work-related language skills?

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- Agnieszka Suchoamelová-Połomska, Anglický jazyk pro akademické účely II
 - **Týden 1 - Introductory session**
 - Týden 2: Academic Orientation
 - Týden 3: Presentations
 - Týden 4: Presentations drafts
 - Týden 5 - From sounds to speeches; note-taking. Word/sentence stress; intonation
 - Týden 6: Abstracts
 - Týden 7: Image description
 - Týden 8: Reporting and

Continuous task - placement task

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AGNIESZKA SUCHOMELOVÁ-POŁOMSKA, ANGLICKÝ JAZYK PRO AKADEMICKÉ ÚČELY II

Týden 1 - introductory session

Domů 🏠

MOJE APLIKACE

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What are work-related language skills?

.....

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- ➔ **Týden 1 - introductory session**
- ➔ Týden 2: Academic Orientation
- ➔ Týden 3: Presentations
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Reading and speaking

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Language for work – a quick guide



What are work-related language skills?

Work-related language skills are the skills people need to

- *find suitable employment, including language skills for job-search, CV writing, job applications, interviews, etc.*
- *contribute positively as an employee, including language skills for job specific tasks, health and safety, team working, quality management, customer care, employment rights, responsibilities and processes*
- *progress at work and develop their career, including language skills for formal workplace training, informal on-the-job learning, further vocational education and training outside the workplace.*

Work-related language skills are specific to

- *social norms around work – i.e. general expectations around behaviours, ways of communicating, etc. in the context of the world of work*
- *legislation and regulation, e.g. health and safety law, quality standards*
- *the communicative demands of the particular field of work – i.e. language skills required for e.g. engineering, health and social care, retail, IT, etc.*
- *social norms specific to a particular workplace – i.e. ways of communicating, behavioural expectations, etc.*
- *the communicative demands of the individual job itself – which will always evolve as circumstances around the job change*

What do we know about language learning?

We learn a new language primarily by interacting in it. Formal instruction can be very helpful, but is not enough on its own. We gain competence by using the language to communicate in real-life situations. Much of the learning happens unconsciously and it takes persistence over an extended period of time, particularly to achieve the level of competence required by most jobs. Individual progress depends on a host of often interrelated factors, including motivation, aptitude, educational background, what other languages the individual knows, what opportunities and support for learning are available to the individual – and so on.

Literacy and work-related language learning

Information processing and written communication (often using the medium of digital technology) are now central to all jobs, including entry level jobs – making literacy a key competence at work.

Likewise, formal language learning (including self-access online learning) typically assumes confident literacy as well as study skills. Not all migrants have these skills, so support to develop them can be extremely valuable.

What is ‘adult literacy’?

Adult literacy can be defined as the ability to read and write at the level an adult needs to function and progress at work and in society generally. It is a key to citizenship as well as employability. Literacy is not a fixed thing and (like language itself) it is inextricably bound up with social practices, i.e. the context in which it is used. It is possible to be more literate in one context than another, cf. terms such as ‘financial literacy’, ‘digital literacy’ and ‘scientific literacy’. Moreover, it changes over time (again, like language itself) as society evolves and technology develops. Literacy skills themselves sit on a continuum and people often benefit from support when confronted with a new literacy task, e.g. a new type of form to fill in.

A s s e s s m e n t c r i t e r i a

Úkol 2 (čtení a mluvení) - hodnocení:

Celkově 5 bodů, lze udělovat 0.5 bodu

1 bod - představení studenta je jasné a zahrnuje vhodnou slovní zásobu (název oboru atp.)

1 bod - nahrávka obsahuje srozumitelnou a přesnou parafrázi jedné z myšlenek textu

1 bod - vlastní názor / zkušenost studenta je vyjádřena jasným způsobem

1 bod - chyby ve výslovnosti nebrání porozumění, intonace v nahrávce je přirozená

1 bod - nahrávka je logicky strukturována

Sample



Reading-speaking task (placement)

Pluses

Minuses

Reading-speaking task (placement)

Pluses

- Gives a more complex insight on students' command of English (shows their grammar, vocabulary, pronunciation, etc)
- Can be done at home/before the course starts
- Students can spend as much time on it as they need
- Not limited to one level (stronger students can "show off")
- Foreshadows type of oncoming assignments ("shrnete myšlenku, která vás zaujala")
- Mirrors reality

Minuses

- Makes students feel self-conscious and stressed when recording themselves – might influence their performance
- Doesn't check how well the students understood the whole text
- Requires specific vocabulary but not complicated grammar
- Cheating?

(Jak) hodnotit bibliografii? / (How) to assess bibliography?

Problems

Help

JURKOVÁ, Zuzana. Interview with Jan Dužda. In Kratochvílová, Marie (ed.): *Romani musicians in the 21st century. Interviews with Olga Fečová, Josef Fečo, Pavel Dirda, and Jan Dužda*. Praha: fakulta humanitních studií Univerzity Karlovy, 2018, s. 111-114.

1. <https://www.theguardian.com/world/from-the-archive-blog/2018/aug/10/russia-crushes-prague-spring-czechoslovakia-1968>

2. <https://www.britannica.com/topic/Czechoslovak-history/The-Prague-Spring-of-1968>

class activities

models

discussions

ESSAY BIBLIOGRAPHY

Montessori preschool education

- 1) Hays, S. (1996). *The cultural contradictions of motherhood*. New Haven: Yale University Press.
- 2) Montessori, M. (2015). *Montessori Method [Illustrated Edition]*. Martino Fine Books.
- 3) Montessori, M. (2003). *The Montessori Method with an introduction by June Goodrich*. Barnes and Noble Publishing Inc., New York.
- 4) Seldin, T. (2017). *How to raise an amazing child the Montessori way*. Dorling Kindersley Ltd.

Otázky / questions, komentáře / comments,
nápady / ideas ?

**Děkujeme za pozornost / thank you for your
attention.**