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Fifth International Scientific Conference

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ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ

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Э-почта: filko.conference@gmail.com

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Voronezh State University

Faculty of Philology

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**CREATING SYLLABUS AND DEVELOPING GRADING CRITERIA FOR
MACEDONIAN LANGUAGE FOR PROFESSIONAL PURPOSES AT SEEU
ACCORDING TO NEEDS BASED ANALYSIS**

Aleksandra P. Taneska¹, Blagojka Zdravkovska-Adamova²

¹High lecturer, South East European University,
a.pandilovska@seeu.edu.mk

²Associate professor, South East European University,
b.zdravkovska@seeu.edu.mk

Abstract

This paper is focused on the issue of designing grading criteria for Macedonian language for professional purposes (MLPP) for the students at South East European University (SEEU) in the Republic of Macedonia. It proceeds from the view that according to the nature of this course its content should be based on the learners' needs and opportunities. The aim of this paper is to determine grading criteria for MLPP based on the needs and opinions of the students enrolled in this subject. In the theoretical part of the paper we will explain the place of needs analysis in the process of syllabus design and student assessment and its importance in the framework of growing interest in communicative rather than linguistic competence, having in mind subjective and objective needs. Also we will highlight the significance of students' involvement in creating grading criteria. The theoretical part is a basis for our empirical study and research. The research in this paper is presented through the results of the survey. The survey was conducted among 135 students from first year at SEEU in the 2015/2016 school year to obtain the necessary information about their expectations of the course and their learning processes and about their opinion for grading criteria. In this part we will also describe how the survey was designed. Finally, we will provide our future plans for other subjects at SEEU connected with Macedonian language (Macedonian as a foreign language, etc.).

Keywords: *assessment, needs based analysis, grading criteria, Macedonian language*

Introduction

The language teachers are continually involved with the challenge to identifying students' needs in order to learn language faster, easier and more efficiently. Needs assessment suggests to teachers what students' need to learn, and it forms the basis for selection of content, teaching materials and methods, types of exercises, relevant issues for grading criteria, etc.

This paper is focused on the issue of designing grading criteria for Macedonian language for professional purposes (MLPP) for the students at South East European University (SEEU) in the Republic of Macedonia. It proceeds from the view that according to the nature of this course its content should be based on the learners' needs and opportunities.

The place of needs analysis in the process of syllabus design and tailoring student assessment

One of the most important questions in the process of syllabus design and tailoring student assessment is: What are my students' needs? What will my student need to do or learn to achieve the goals of the syllabus? What will I include in my syllabus? How will I measure their progress and how will I tailor students' assessment? In that case, we should have in mind that "...students' needs are a complex issue open to interpretation" (Graves, 1996:12)

So, towards that end, we should involve "seeking and interpreting information about one's students' needs so that the course will address them effectively." (Graves, 1996:12)

Language assessment is designed to measure how well language skills are improved through classes.

The aim of the research

The aim of this paper is to determine grading criteria for MLPP based on the needs and opinions of the students (having in mind objective and subjective needs) enrolled in this subject.

Objective needs are the starting point which "refers to needs which are derivable from different kinds of factual information about learners, their use of language in real-life communication situations as well as their current language proficiency and language difficulties." (Brindley, 1989:70)

Subjective needs are also very important because, according to Brindley (1989), they are:

[...] the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectation having in mind individual cognitive style and learning strategies. (p. 70)

The theoretical part is a basis for our empirical study and research.

The process of realisation of our research will help us in identifying students' needs, collecting information, and interpreting the results of the survey.

Organizing and designing the survey and research

For the purpose of our research we have included the following specific technique and instrument:

The research in this paper is presented through the results of the survey. The survey, in the form of an anonymous questionnaire as a research method, is used to obtain relevant data on tailoring students' assessment for MLPP at SEEU based on students' needs.

The survey is developed to address specific concerns connected with tailoring students' assessment for MLPP.

In this part we will also describe how the survey was designed.

The survey was divided in two parts (Basic personal information and Main questions). It was realised from September, 27 until October 2 (academic year 2015/2016), in both campuses – in Tetovo and Skopje.

In the survey, in the first part named Basic personal information, we included four questions about some personal information (gender, age, place of living, and faculty) and one question about more frequent usage of Macedonian language. Поради ограничениот обем на трудот, овие информации нема да бидат наведени.

The main part of the survey, named Main questions, contains 14 questions which were written on Macedonian language. In this paper we will only present the answers to 7 questions that we considered to be the most relevant and which helped us to design assessment according to students' opinions and needs

The time for completing this survey was limited to 25 minutes. Each professor was responsible for the process of realising the survey, which includes printing samples of the survey, informing the students of the method and purpose of the survey, and also of the goals and results of the survey.

Questions are multiple choice, but also there is an option to share different attitudes and opinions about the questions.

A working example questionnaire is provided at the end of our paper translated into English.

The survey was conducted among 135 first-year students at SEEU to obtain the necessary information about their expectations of the course and their learning processes and about their opinions of grading criteria.

According to Kelly (2006):

When considering the use of surveys, keep in mind that surveys normally rely on self-reported data and assume that respondents will provide candid and honest answers. As such, surveys are subjective instruments that work best when those being surveyed fully understand the purposes for which the survey data will be used. (p. 126)

The results of the survey: SECOND PART – MAIN QUESTIONS¹

Question 1: How well do you know Macedonian at this point?

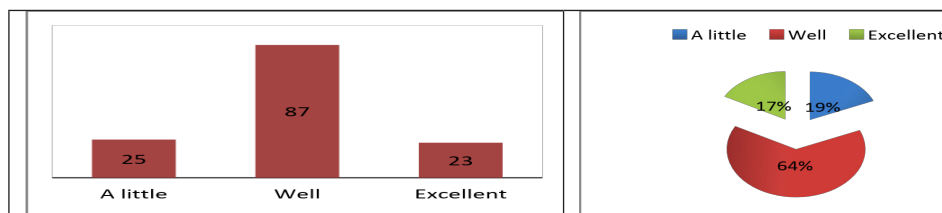


Chart 6: Question 1

For the first question of the second part almost two thirds of respondents (87 students – 64%) answered that they knew Macedonian well. Approximately the same number of students answered that they had an excellent command of the language (23 or 17%) or very little (25 or 19%).

Students arrive in the classroom with varied educational backgrounds in terms of language proficiency. Different levels of knowledge of the language greatly complicate the determination of appropriate tasks, tailored to the capabilities of all students enrolled for this course.

We also need to consider the fact that each student has a different individual personality that affects instruction. In that case the best solution is to choose a “model for multilevel instruction requiring the teacher to choose a topic and then develop

¹ From Chart 6 to Chart 13 we will include 2 graphs (one for number of students and one for percentage view).

different lessons with different objectives for different proficiency levels in his/her classroom” (Roberts, 2007). This model is possible in small classrooms, and not for groups with more than 25 students, as in our case.

Question 2: Which language skill do you know best?

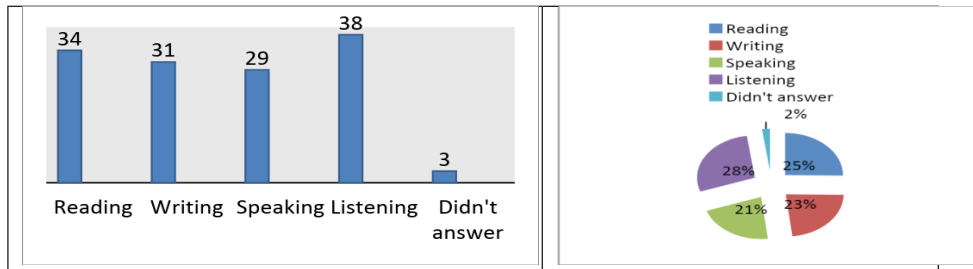


Chart 7: Question 2

Chart 7 presents the answers for the second question. It concerns the particular language skill knowledge. Most of the respondents answered that they were strongest in the following two language skills: listening (38 students – 28%) and reading (34 students – 25%). According to our data, 29 students (22%) chose speaking, and 31 respondents (23%) declared writing to be their strongest skill.

That’s the reason why when we designed the syllabus we included more activities for improving writing (orthographical rules, professional letters, paragraph, etc.) and speaking (debates, exercises for oral communication). It also reflected tailoring to students’ needs (more detail will be presented in charts 11 and 12).

Question 3: Which language skill do you think you should improve?

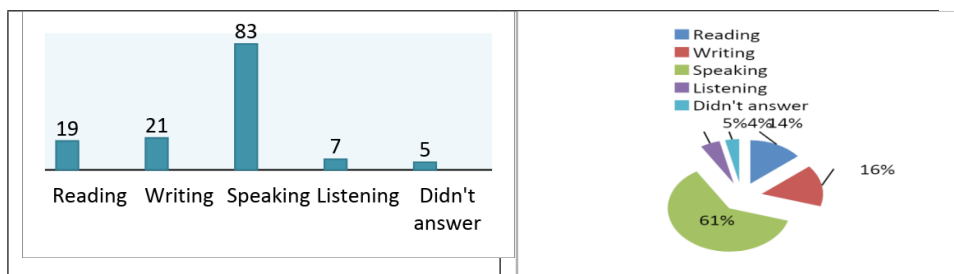


Chart 8: Question 3

This question is directly connected with the previous issue (question 2). In this regard the obtained data are connected and helped us a lot to create the syllabus for MLPP, and in planning and teaching lessons for developing speaking and writing skills.

More than half of the respondents (83 students – 61%) reported that they wanted to improve their speaking skills and 16% opted for writing (21 students). Nineteen (19) students opted for reading (14%) and 7 for listening (5%). This question was not answered by 5 students (4%).

Question 4: What do you want most to be included in this subject?

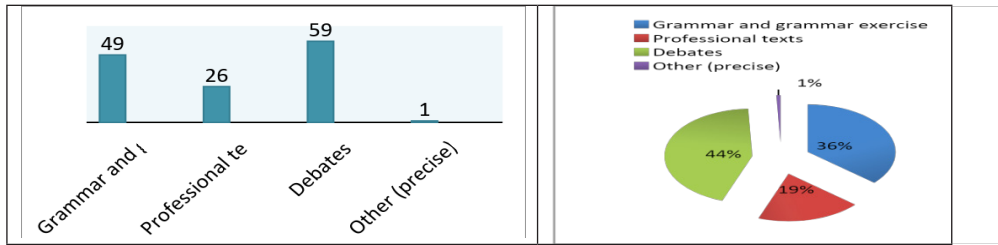


Chart 9: Question 4

The fourth question was very helpful for us toward designing the syllabus and tailoring students' assessment. Significant numbers of respondents (59 students – 44%) chose to have a debate. According to us, this high percentage is an indication that their expectations are through this subject to improve their own skills for speaking, but also to perfect their own communicative skills. Although it was not in line with our expectations, having in mind our previous experience, more than one third of the respondents (49 students – 36%) decided on grammar and grammar exercises. Slightly fewer respondents, according to the answers, were expecting professional texts to be included in the syllabus (26 students – 19%). One student answered that everything mentioned before should be included in classes for this subject.

Question 6: On which topic would you like to have a debate?

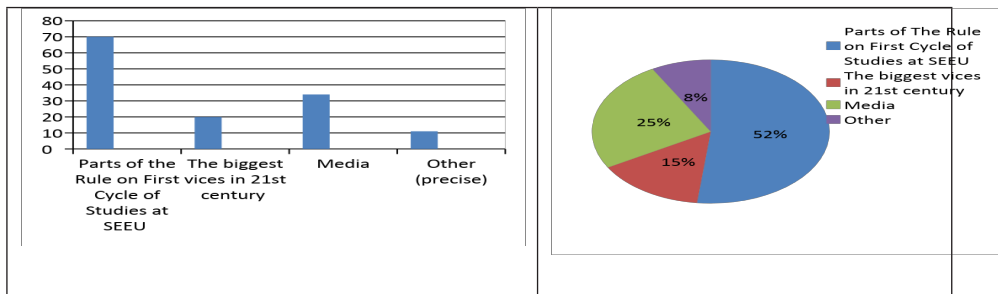


Chart 11: Question 6

For us, it was very important that more than 50% of the respondents think that debating parts of the Rule of First Cycle of Studies at SEEU would be very useful and we accepted their opinion.

The debate was realised in two parts. First, the students were divided in several groups. Each group was responsible for explaining lesser known words and analysing and presenting their part of the Rule to students from other groups. Presentations were well structured. After finishing this task they could respond confidently and spontaneously to complex questions from the other students. Then they stated whether or not they agreed. Students stressed that before the debate they were not thoroughly familiar with this topic and that they had gathered really important information through the debate. Significant numbers of students declared that they would like to debate about media, but the curricula for MLPP include only one debate. 20 students were for the topic “The biggest vices in 21st century” and for other topics 11 students.

Question 7: On which topic would you like to have an oral presentation?

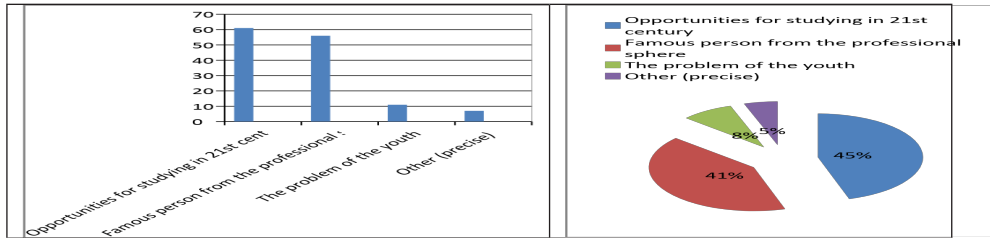


Chart 12: Question 7

In the framework of this subject, in the curricula, it is stated that 20% of their final grade will be based on an oral presentation. From the topics that were offered to the students, 45% from the respondents (61 students) thought that the opportunities for studying in 21st century would be a good topic for oral presentation. But we thought that it would be easier for them to choose between this topic and the other offered topic, or “Famous person from the professional sphere” (42% – 56 students). Just 8% of the students chose the topic “The problem of the youth”.

Question 8: What do you expect after finishing this subject?

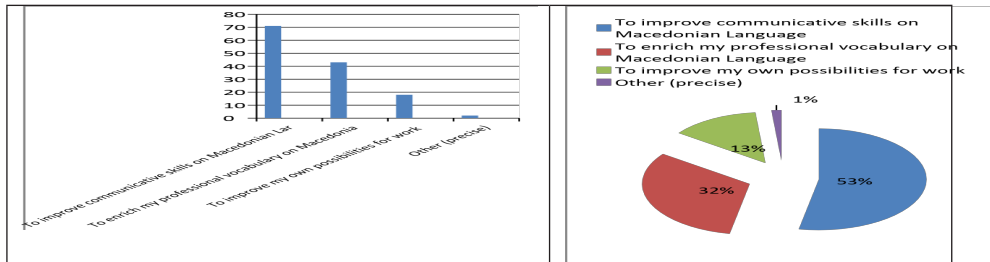


Chart 13: Question 8

Most of the respondents (53%) expect through the subject MLPP to improve their communicative skills. Significant numbers of students want to enrich their vocabulary (32%) and to improve their own possibilities for work 13%. 3 students (2%) chose “Other” without specifying what.

Question 12: Why do you need to know Macedonian language in the future?

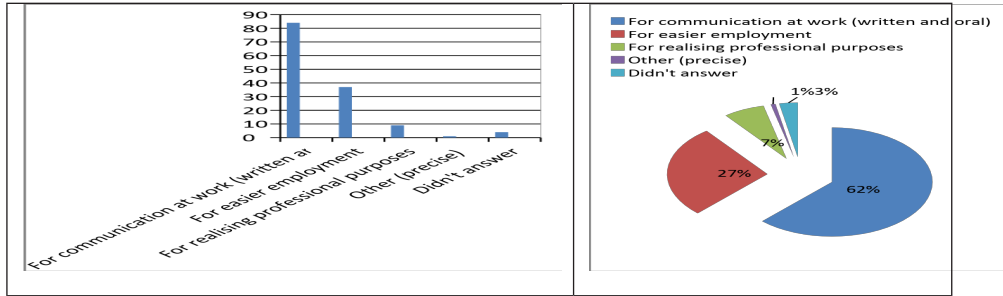


Chart 17: Question 12

Of the highest importance for learning Macedonian language was the need for communication at work (62% – 84 students) and for easier employment (27% – 37 students). Nine students (7%) choose for realising professional purposes, 4 students (3%) didn't answer and one student chose other.

Question 14: Chose one answer for the topics from the syllabus:

Topics	Very useful	Useful	Not useful	Didn't answer
Professional vocabulary (dictionary)	□ 47	□ 75	□ 9	4
Debate	□ 76	□ 47	□ 7	5
Professions	□ 47	□ 74	□ 7	7
Job description	□ 66	□ 52	□ 10	7
Professional written communication	□ 61	□ 56	□ 13	5
Oral communication in professional situation	□ 70	□ 55	□ 7	3

Chart 19: Question 14

The final question was used to support the assumption that we improved the syllabus for Macedonian language for Professional Purposes according to students' needs. We are very satisfied that the majority of students think that topics are very useful or useful.

CONCLUSION

Students and teachers are important partners in the assessment process.

Teachers can help students to understand assessment and grading criteria.

Students can help teachers to create the most appropriate criteria according to their needs.

Students' involvement in creating grading criteria is very important.

Through the survey we obtain significant information about tailoring students' assessment for Macedonian language for professional purposes.

Obtained data helped us a lot for planning and teaching lessons for developing speaking and writing skills.

Students arrive in the classroom with varied educational backgrounds in terms of language proficiency. Different levels of knowledge of the language greatly complicate the determination of appropriate tasks, tailored to the capabilities of all students enrolled for this course.

We don't have statistical data about percentages from previous years, but we strongly believe that the students showed much better results and they were better prepared concerning oral presentations and debates.

We will provide our future plans for other subjects at SEEU connected with Macedonian language (Macedonian as a foreign language, etc.).

We have worked for many years to provide appropriate material and to tailor various assessment techniques and we will continue to improve that in the future. To ensure greater efficiency and greater success of Macedonian language classes we offer students the material that will be useful in their future work and in life in general. For us it is important to cooperate with our students and that is the reason why we gave them the opportunity to express themselves in terms of the evaluation criteria that were offered, which were implemented later almost entirely. For us, the whole process was successful and it met our requirements and expectations.

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APPENDIX 1: SURVEY FOR THE STUDENTS (ENGLISH LANGUAGE VERSION)



UNIVERSITETI I EVROPËS JUGLINDORE
ΥΝΙΒΕΡΣΙΤΗΤ ΗΝ ΤΥΘΙΚΟΤΗΝΑ ΕΒΡΟΠΙΑ
SOUTH EAST EUROPEAN UNIVERSITY

SURVEY

Dear students,

The data from this survey will help us to structure the syllabus for **Macedonian language for professional purpose** at SEEU according to your language knowledge and expectations and to determine and tailor assessment criteria. For that reason we are asking you to give honest answers. The survey is anonymous. THANK YOU.

Basic personal information

Circle and complete:

Gender: male female

Age: Under 20 years 20 years or older

Residence Town _____ Village _____

Faculty: a. Faculty of Public Administration and Political

Sciences

- b. Faculty of Law
- c. Faculty of Languages, Cultures and Communication
- d. Faculty of Business and Economics
- e. Faculty of Contemporary Sciences and Technologies

Where did you use Macedonian language most?

- a. In school
- b. In daily communication
- c. For media
- d. Other (precise) _____

1. How well do you know Macedonian at this point:

- a. A little
- b. Well
- c. Excellent

2. Which language skill do you know best:

- a. Reading
- b. Writing
- c. Speaking
- d. Listening

3. Which language skill do you think you should improve:

- a. Reading
- b. Writing
- c. Speaking
- d. Listening

4. What do you want most to be included in this subject:

- a. Grammar and grammar exercise
- b. Professional texts
- c. Debates
- d. Other (precise) _____

5. What don't you like to have in the framework of this subject:

6. On which topic would you like to have a debate:

- a. Parts of the Rule on First Cycle of Studies at SEEU
- b. The biggest vices in 21st century
- c. Media
- d. Other (precise) _____

7. On which topic would you like to have an oral presentation:

- a. Opportunities for studying in 21st century
- b. Famous person from the professional sphere
- c. The problem of the youth
- d. Other (precise) _____

8. What do you expect after finishing this subject:

- a. To improve communicative skills on Macedonian Language
- b. To enrich my professional vocabulary on Macedonian Language
- c. To improve my own possibilities for work
- d. Other (precise) _____

9. In class, the most important issue is to learn:

- a. Professional terminology
- b. Language rules
- c. Professional letter
- d. Other (precise) _____

10. What is the most relevant thing to the final grade:

- a. Presence and activity
- b. Homework and dictionary
- c. Oral presentation and debate

- d. Final exam
- 11. According to the University criteria you need 51% to pass the final exam. According to you that is:**
- A low percentage
 - Enough percentage
 - A high percentage
 - A very high percentage
- 12. Why do you need to know Macedonian language in the future:**
- For communication at work (written and oral)
 - For easier employment
 - For realising professional purposes
 - Other (precise) _____
- 13. Where do you want to work after graduation:**
- Public sector (government, court, university, etc.)
 - Private sector
 - International company
 - Other (precise) _____
- 14. Choose one answer for the topics from the syllabus (mark with ✓):**

Topics	Very useful	Useful	Not useful
Professional vocabulary (dictionary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral communication in professional situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>